

RESEARCH ON TUTORIAL SYSTEMS
UNIVERSITAS TERBUKA
INDONESIA

STAGE I
EXPLORATORY STUDY



UNIVERSITAS TERBUKA (UT) IN COOPERATION WITH
INTERNATIONAL DEVELOPMENT RESEARCH CENTER (IDRC)
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INTRODUCTION

The Distance Learning System similar to other learning systems in general has at least 3 main issues: first, which refers to the curriculum development and the development of the material; second, which refers to the learning strategy used, among others the aids or supporting services offered so that the material can be more comprehended by the students; third, which refers to the control quality as of the procedure and the form of monitoring, and also the feedback of the students' achievement.

Practically, the time allotted for UT to prepare the three main issues mentioned above is not more than nine months. It can be imagined how crowded each hour is to accomplish all those preparations. Consequently, in the few months after the setting up of UT, full attention is paid to the carrying out of the first issue, i.e. the curriculum development and the producing of materials, and the third issue, i.e. the procedure and the type of feedback of the students' achievement, especially in reference to the tests. These two issues are considered most vital in the management of the Distance Learning System. On the other hand the second issue which refers particularly to the face-to-face tutorial did not get much attention yet at that time. Although actually a guideline for the conducting of face-to-face tutorial meetings has been mapped out, the UT headquarters did not have the courage yet to ask the Regional Units to carry out the face-to-face tutorial as mentioned in the guideline. However, the UT headquarters has given an autonomy to the Regional Units to conduct face-to-face tutorials in line with the condition and situation of each respective region. It does not mean that this kind of flexibility belittles the role of the face-to-face tutorial, but it is an effort to build a conducive situation that leads to the creation of an open learning system in a much wider sense. By giving an autonomy to each Regional Unit to develop

several types of face-to-face tutorial approaches it enables the UT administrators to gain extensive information on these tutorials in order that they can evaluate which type of tutorial meeting, if there is any, is assumed to give a significant contribution in improving the service offered to the students. In the long run, an adequate knowledge concerning the concept of how to conduct the face-to-face tutorial meeting will enlarge the choice in combining the "non contiguous" with the "contiguous" ones.

To achieve its ideal, UT has in cooperation with IDRC (International Development Research Center) determined to carry out a research project concerning "The Tutorial System in the Open University (UT)". IDRC has agreed upon giving a grant to UT at the amount of 50.000 CAD to carry out the above mentioned research project in two years' time, starting on March 26, 1985. The planning and the carrying out of the research project and the reporting of the findings have become entirely the responsibility of UT, namely the Center for Research and Public Service (Puslitabmas). The research has been divided into two steps. The first step was carried out in the 1st and 3rd semesters, the second step in the 3rd and 4th semesters of the academic year 1984/1985.

The report being presented now is the result of the first research, an explorative one, conducted in semester II.

I extend my thanks to all parties concern who have participated in the carrying out of this research project, especially to the head of the Center for Research and Public Service and his entire staffs. My thanks also go to the heads of the Regional Units and their entire staffs who have given their full assistance in the collection of all the data. Not to be forgotten is the time given by Dr. Ratna Sajekti Rusli, Dra. C.M. Timisela-Luhulima, Drs. Suji M., and Mayor Haryono who have translated this report into the English Language.

Last but not least I offer my greatest appreciation to IDRC who has aided us in accomplishing this research project.



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CHAPTER I

THE BACKGROUND OF ORGANIZATION

The direct result of PELITA I, II, and III (The Five Year Plan, I, II and III) was the dramatic increase the number of Primary school pupils. Consequently the Junior as well as the Senior High School were then put under pressure and many new ones were built by both government as well as by private initiative. But having brought millions of children into the formal educational system, the government now faces a dilemma that those children, growing into young adults, want to go as far as possible in that system, including trying for a place in a university. However, the percentage of the age group between 18-24 years who are accepted at the universities is small; only 2.5% in 1978 and now it is around 5.1%.

In 1984, the number of senior high school graduates who did the SIPENMARU (the State University Entrance Examination) and were accepted in the state universities besides UT was around 15% of the 483,000 students. In 1985 those who did the SIPENMARU exam increased to almost 600,000, but the number accepted is only about 15%. It is predicted that there will be more than one million senior high school graduates at the end of PELITA IV, and the number of population belonging to age group between 20-24 will increase to 16.3 million. In addition, many adults in today's labour force want to acquire the knowledge and skills needed to perform higher level duties, but are unable to attend a university. Realizing that very few of those people can take advantage of the conventional tertiary education system, an alternative one has been conceived and is now being implemented. That alternative system is the Distance Learning System embodied in the newly established Open University (Universitas Terbuka or UT) which was just officially opened by the President of Indonesia on September 4, 1984.

In the academic year of 1984-1985, UT has four departments, namely: the Department of Public Administration, the Department of Business Administration, the Department of Economics and Developmental

Study, and the Department of Applied Statistics. Of those four departments the number of students totalled 44.118. The four departments are graduate programs. Besides, there are two non-degree programs, the Diploma program whose participants consist of high school teachers (10,000 persons) and the Acta V (Certificate) program whose participants consist of lecturers of the higher education (5,000 persons). As a brief illustration, some characteristics of students of a non-educational graduate program is described as follows : age of the students is 30 years old; the majority is between 20-24 years (27.40%), then 25-29 years old (24.16%) and finally 30-34 years old (22.11%). About 81% of those students are male. More than 52% of the UT students are single. About 75% are government as well as non-government employees.

The most popular department is that of Public Administration (35.50%) followed by the Department of Economics and Developmental Studies (31.27%) and the Department of Applied Statistics (17.81%) and the least is the Department of Business Administration (15.42%). Refer to Appendix I for a more detailed description concerning the profile of UT.

UT is a unique State university whose administration is different from any other universities in general. Its main duty is to design the overall system of distance learning which includes the designing of the curriculum, the determination of subjects given to the students, the supply of learning materials, and the administering of the evaluation. UT has Regional Units (UPBJJ) found at 32 locations which are spread out through 27 provinces. Those units are based in provincial universities or teacher training institutes (IKIPs) at their respective places, and thus take advantage of existing facilities. The Regional Units are hoped to offer a number of student services which can not be efficiently or reasonably provided by the UT headquarters alone. One of these services is tutoring.

In many aspects the learning situation in the Distance Learning System is quite different from the learning situation in conventional

universities. In following the courses at UT the students are expected to do individual assignments, to be critical and give critics to apply self-discipline and to administer self-evaluation on the material learned. However, as not all the students of UT are ready and capable of becoming independent students, they are supported by tutorial programs. Referring to the conducting of those tutorial programs some aspects arise which might be interesting and very useful to be investigated. In Chapter II the details on how the research on tutorial systems are planned and conducted will be discussed. In the following chapters reviews will be given on the result of the preliminary studies which were done in the second semester during the Academic year 1984/1985. The findings of the correlational study which is done in the third and fourth semesters will be reported separately. Referring to that correlational study, we are still at the stage of data collecting when we composed this report.

CHAPTER II

THE RESEARCH PROJECT

This chapter describes briefly the rationale to make a research concerning the tutorial system; the problems and the purpose of the study, the methodology, and the carrying out of data analysis.

2.1 Statement of the Problem

From the beginning on and perhaps up to now some parties still doubt whether UT will be successful. This doubt has its basis on the assumption which is already rooted in society that an instructional system demands the students, lecturers, the materials and instructional aids, the teaching-learning process and the examination be on campus, that there is a face-to-face communication between students and lecturers and that the quality and achievement of the students is determined by the frequency of meetings. Thus, the main issue which becomes a basis of this argumentation is the difference of the form of communication between that of UT and that of the conventional university, or the difference of the "non-contiguous" (distance) communication and the "contiguous" (face-to-face) communication. It is much doubted whether the non-contiguous communication can be an effective alternative for the contiguous one in the teaching-learning process which usually belongs to the scope of the conventional university. This doubt has become the central argumentation. Referring to the other open universities in other countries such as the British Open University (Holmberg, 1981) the above doubt is not a new one.

Another rationale of the existence of the doubt is perhaps as the new system in accepting students. UT doesn't believe in "Entrance Examination"; UT has the principle of accepting any high school graduates as long as he is interested in studying at UT. This principle causes people doubt about its graduates, in reference to the history of the open university in Japan (Hiromitsu Mata, 1985).

In Japan there is a tendency that the quality of university graduates is valued from the level of the relative difficulty of the requirements in entering a university. The more difficult the requirements are, the higher the quality is of a university, and the more qualified the graduates are. In other words the issue on which the argumentation is based in this study is the low quality and the variety of the cognitive entry behaviour (See Bloom, 1974; 1976) of UT students compared with those of the students of the conventional universities. (See also Donchower, 1976).

The birth of UT is mainly due to the explosion of the high school graduates which increases from year to year. The number of those students who are not accepted in the higher education becomes greater and greater, consequently they are encouraged to study at UT. (see Five Year Plan IV, Book II).

Based on the above discussion it is clear that the students who are going to study at UT are those who have insufficient cognitive entry behaviour (CEB) and those who belong to the "disadvantage group" who are relatively young. Due to these specific characteristics they are considered not mature enough to become independent students of UT. For the students of UT who have jobs, it is assumed that the possible constraints are the limited time they have to study at home and the inexperience they have in arranging their time. If these constraints are not overcome by an effective system there will be an effect on the achievement of the students (see Coldeways, 19..)

The doubt in the success of UT as discussed above is a warning for the UT administrators to think of a support system that serves additional help to the students. One form of the services is the face-to-face tutorial meetings.

Concerning the tutorial meetings UT suggests only the main guidelines such as three times meetings in each semester which is held before the end of the semester. Each meeting for each subject lasts for four hours with the tutor-student ratio of 1 : 120 till 160. The tutors consist of senior lecturers of State Universities and Teacher's Training

Institute (IKIP) at their respective cities or towns. It is hoped that the Regional Unit at each location is able to develop a more detailed plan and to conduct tutorial meetings in line with the existing condition and situation. Besides, each tutor is free to use any approach for his tutorial class. A private tutorial meeting and a tutorial meeting not scheduled by UT is possible to be given to students. So far that kind of activity is not forbidden neither encouraged. With the number of Regional Unit centers amounting to 32, it is possible to find differences in planning and conducting the tutorial meetings. Definitely the differences in the tutorial system can not possibly be avoided, differences among the departments, among the subjects or even among the tutors. Similarly it is also logical to assume that certain Regional Unit (including its tutors) will develop more successful systems than others, systems which others would follow if they are provided with sufficient information. This is only possible to be done if the planning process and the carrying out of the tutorial program in various Regional Units, are systematically identified and evaluated. The obtained information can be used ultimately for developing models for more effective tutorial systems.

2.2 The Purpose of the Study

The general objective of this study is to investigate various aspects of tutorials conducted by Regional Units. The specific objectives of this study are :

- a. to describe the processes of tutoring program planning and the management at various Regional Units;
- b. to describe various approaches of tutorial meetings either conducted officially or unofficially taking place in several Regional Units; and to determine the strength and weaknesses of each approach either from the point of view of the students or from those of the tutors.

- c. to examine the relationship of various tutorial approaches to tutoring with selected students outcomes such as the student's satisfaction, the level of attendance in the tutorial meetings, and the student's academic performances;
- d. to identify possible variables which will be useful for improving the planning, management, and implementation of tutoring;
- e. to develop various models of tutoring suggested by the findings which can be recommended to the Regional Units for improving their tutoring programs.

2.3 The Final Result

The final results obtained from this research constitute models of tutorials for the Distance Learning System which are suggested to be applied by Regional Units all over the Indonesian Archipelago. These results will also be communicated to other open universities in the neighbouring countries who are interested not only in the various models of effective tutorials but also in the research methodology employed.

2.4 Methodology

a. Sample

The research is done in 12 Regional Units which are spread out through Indonesia. The choice of this sample is based on the geographical area and the number of students in each department.

Small Regional Units consist of :

Ambon	(East Indonesia)
Pontianak	(West Kalimantan)
Samarinda	(East Kalimantan)
Pekanbaru	(Central Sumatra)

Medium :

Menado	(North Sulawesi)
Ujung Pandang	(South Sulawesi)
Lampung	(South Sumatra)
Denpasar	(Bali)

Large :

Padang	(West Sumatra)
Bandung	(West Java)
Yogyakarta	(Special Regional)
Surabaya	(East Java)

The description of those Regional Unit samples can be seen in the Table 1 (Appendix II).

B. Data Collecting

The collecting of data is done in 2 stages. Stage 1 can be considered as the exploratory stage and its emphasis is on the fulfilling of objectives a and b. For this purpose it involves an intensive interview and some observation activities in 12 Regional Units; 6 Regional Units have been covered, in a preliminary study whereas the study which is reported now is related to the other remaining 6 Regional Units after some refinements are made in methodology. The information is obtained by interviewing the students, tutors and non-academic staffs which are chosen at random.

The purpose of interviewing the students is to gather information about their opinions on the tutorials : are tutoring programs interesting and useful? What are the programs' strengths and weaknesses? What are students' difficulties and what are their suggestions to improve tutoring programs? The same information is also requested from the tutors. In addition to that, what specific skills the tutors need in order to enable them to carry out

effective tutorials; and do they need special trainings to acquire those skills? Similar questions are also asked to administrative staffs of regional centers. Still other questions: How do they organize the facilities, recruit the administrative staffs and tutors, and determine the schedule of the tutoring programs? How do they communicate with the students and the tutors? Do they use a control system aimed at increasing the tutors and the students' attendance rate? The same questions are also asked to the heads and participants in the various unofficial tutorial programs which may be operating around the Regional Units.

Direct observation is made on the tutors and their tutorial activities, either in official or unofficial tutorial focussing on the following descriptive questions: How long does the tutorial last? How is the management of time? Is the tutorial emphasizing on things which has any connection to the administrative matters or content related issues? What teaching aids are used in tutorials? How does the tutorial process of UT differ from the teaching-learning procedure of the conventional universities?

Stage II of this research uses a more focussed approach to data collection and will provide data to be used in addressing objectives c and d. The data will be collected from all 12 Regional Units during semester III and IV (1985/1986). The scope is mainly focussed on one tutorial, its tutor, students and processes per semester at each center. In semester III, the study is concentrated on one subject, and in semester IV, it is focussed on another subject. After the try-out of the research instruments, the collecting of data is started covering three basic groups of variables:

- (a) The students background : age, sex, occupation, the previous educational experience, and socio-economic status.

Some variables concerning the tutors' background will also be collected such as: age, sex, marital status, previous experience and qualifications, etc.

- (b) The tutorial approach : these variables are identified and derived operationally only after the analysis of the exploratory variables identified in stage I. They are likely to include such items as the frequency of formal tutorials, the schedule, the place and location, whether there is an extra tutorial/informal tutorial or not, the tutor-student ratio, the length of tutorial, the method of tutorial, the students'/tutors' activities, the use of teaching-learning aids, the quality of tutorial and the quality of the subject discussed.
- (c) The variables concerning the effects of tutorials such as the students' attendance in the tutorial, students' satisfaction with the tutorial, the students' academic performances. The data concerning the students' satisfaction and the students' performance (e.g., pass rate on course final exam) will be obtained from the existing notes or records. The students' satisfaction will be measured using a "Likert type scale" including items suggested by the exploratory study, but probably including the attitude toward the program, the tutors and the classmates. Data concerning the students will be obtained through the use of questionnaires, while tutor data will be collected by questionnaire and interviews. The variables concerning the tutorial processes will be obtained by means of structures observations of the tutorial session.

2.5 Data Analysis

As Stage I is only meant as an exploratory study of which its characteristics are descriptive, the data obtained will illustrate completely how the tutorials have been planned and organized in every Regional Units and how those tutorials are currently operating. The comments from the students and the tutors are presented using simple

descriptive statistics, using percentage and frequency distribution. The unofficial tutorial programs are also presented in this report. It is necessary to be noted that this report only discusses Stage I

Stage II will give a more detailed description using student, tutor and observation data to explain differences in outcomes among tutorials (classes). Four kinds of variables will enter into this analysis including the following: :

- a. the characteristics of the students and the tutors
- b. the tutorial approach variables
- c. the institutional variables (organizational and the contextual variables which are taken from Stage I)
- d. the variables concerning the effects of tutorials or students outcome variables.

Student variables will be aggregated at the tutorial (class) level so that the class then can be used as the analysis unit. Variables in group a, b and c will be correlated with variables in group d. Correlational analysis will be done in two semesters, taken separately and together (Pooled). Correlations with students as the unit of analysis can also be run using variables in group a, b and d.

2.6 Model Development and Dissemination

The analysis obtained from the results of Stage I and II will be integrated so that the factors which have some relations to an effective tutorial can be identified. These findings can be used to generate effective models of tutorial which will finally be recommended for use by regional centers. In order to bridge the gap between the findings of the research and its beneficiaries and to enhance the feasibility and acceptability of those models, it is essential to have a discussion with the tutors and administrators/managers and perhaps with the students. Through a three-day-seminar which is held in 2-3 different locations, comments, critics and suggestions will be

solicited for use in improving the use of the models. In this seminar it is necessary to involve not only the tutors and the administrative staffs from the centers (Regional Units) who become samples in this research, but also the other Regional Units. By using this kind of approach the proposed models can be communicated and used in each Regional Units. As a follow-up of this study some Regional Units (UPBJJ) may be invited to join in the next research study in order to be able to try and compare the models being applied. Such study is usually called "the Follow Through Study".

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CHAPTER III

BRIEF DESCRIPTION OF THE UT REGIONAL UNITS

This chapter gives a brief description of the six Regional Units of UT taken as samples for the Tutorial Exploratory Study in semester II.

3.1. The Location of the Regional Units

The locations of the six Regional Units, i.e. Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru, and Lampung are described as follow:

a. Yogyakarta Regional Unit

Yogyakarta Regional Unit is located in the Gajah Mada University, Yogyakarta in Central Java. Yogyakarta can be reached within 40 minutes by plane from Jakarta. It can also be reached by train or bus but taking a much longer time. The transportation network in Yogyakarta runs smoothly. The communication facilities such as the post office, telephone, telegraph, radio, and television are good. There is also a satellite, television, public and private radio (known as RRI and non RRI) stations.

Newspapers and magazines with a national wide circulation can reach this city immediately. Besides the national newspapers and magazines, there are also several local newspapers and magazines.

Yogyakarta is famous as an educational city because there are many educational institutions such as universities, institutes, and academies run by the state and private institutions. Besides the Gajah Mada University which is famous as the oldest university in Indonesia (founded in December 1949) and the Institute for Teacher's Training and Educational Sciences (founded in May 1963), there are also 34 private higher educational facilities such as universities, educational institutes (known as IKIP), and academies.

These universities and academies can accept a great number of

students who come from many different provinces throughout Indonesia.

b. Surabaya Regional Unit

Surabaya Regional Unit is located in Airlangga University, Surabaya. Surabaya is the second largest city in Indonesia and is the capital city of East Java province.

Surabaya can be reached within one and a half hour by plane from Jakarta. It can also be reached by other means of transportations such as trains and buses. The air, sea, and land transportation networks with its neighbouring regions is quite smooth.

The communication facilities such as the post office, telephone, telegraph, radio and television are also good and smooth.

The national wide circulation newspapers and magazines reach this city immediately. Besides Airlangga University (founded in 1954), there is also the Surabaya Institute of Technology (founded in November 1960) and the Surabaya Institute for Teacher's Training and Educational Sciences which is established in December 1964. There are also 27 private higher educational institutions besides the three state universities and institutions. These private educational institutions can accept many students who come from many different provinces throughout Indonesia.

c. Manado Regional Unit

Manado Regional Unit is located in the Institute for Teacher's Training and Educational Sciences, in Manado North Sulawesi.

Manado is the capital city of North Sulawesi. This province, mostly, consists of the mainland with many islands surrounding it. Manado can be reached within ±3 hours by plane from

Jakarta, or it can also be reached by ship which take a longer time than by plane. The transportation networks with its neighbouring regions is by means of land transportation and ferries. The intercity transportations from the district to the provincial city is quite smooth. But the transportation outside the district is still in the developmental stage, therefore it does not run smoothly.

Telecommunication facilities such as post office, telephone, telegraph, television, and radio are quite good. There are also satellite, television, public and private radio stations. The national wide circulation newspapers and magazines reach this province rather slowly. Local newspapers or magazines do not exist in this province.

Besides the Institute for Teacher's Training and Educational Sciences (founded in September 1961), there are also 8 private higher educational institutions. The state and private higher educational institutions can accept many students from North Sulawesi and its neighbouring regions.

d. Samarinda Regional Unit

Samarinda Regional Unit is located in Mulawarman University, Samarinda. Samarinda is the capital city of East Kalimantan. This city can be reached within +3.5 hours by plane from Jakarta.

To reach Samarinda, we should first take a transit in Balikpapan. Balikpapan is located in the eastern part of East Kalimantan about 115 km from Samarinda. Going from Samarinda to Balikpapan or vice versa can be reached within 4 hours. Samarinda can also be reached by motorboat along the Mahakam river by going upstream. The intercity transportation networks with the neighbouring small towns does not run smoothly.

There are also telecommunication facilities in this city such as telephone, telegraph, public and private radio stations.

Television station, newspaper, or magazine do not exist in this city. Newspapers and magazines for this city are dropped from Jakarta. Those newspapers and magazines cannot reach this city on time. The TV station is located in Balikpapan (115 km from Samarinda).

In Samarinda, there is only one state university, the Mulawarman University which is founded in September 1962. Besides the Mulawarman University, there is a private university and a private academy namely the Sekolah Tinggi Ilmu Hukum and the Akademi Administrasi Negara 17 Agustus 1945. In Balikpapan, there is also a private university namely Universitas Tridharma. The state and the private universities mentioned above are the universities which can accept the students in the area of East Kalimantan.

e. Pekan Baru Regional Unit

Pekan Baru Regional Unit is located in Riau University, (UNRI) Pekanbaru.

Pekan Baru is the capital city of Riau.

The western part of Riau consists mainly of the mainland which has become a part of the Sumatra island whereas the eastern part consist of an archipelago.

*Pekan Baru can be reached within an hour by plane from Jakarta. It can also be reached by a ship with a relatively longer period of time.

This city is connected by roads with its surrounding regions (in the western part). The land transportation facilities does not run smoothly. In the eastern part the motorboat is used as a means of transportation.

The communication facilities such as telephone, telegraph, public and private radio stations can be found in this city. However, this city does not have a television station, local newspapers or magazines. The national newspapers or magazines do

not reach the city on time.

Besides Riau University (UNRI) which is founded in October 1962, there is also a private university known as the Universitas Islam Riau (Riau Moslem University) These two universities absorb the students who live in Riau province and its surrounding.

f. Bandar Lampung Regional Unit

Bandar Lampung Regional Unit is located in Lampung University, Bandar Lampung. Bandar Lampung is the capital city of South Sumatra. This city can be reached within 25 minutes by plane from Jakarta. It can also be reached by land transportations and ferry which lasts about 12 hours.

The intercity transportation in this province is relatively good. This city is quite near to Jakarta, therefore its economic activities is much more oriented to Jakarta rather than to the other provinces in Sumatra. The communication facilities such as post office, telephone, telegraph, TV, public and private radio stations are available in this province. The national wide circulation of newspapers and magazines can reach this province on time because the air or sea transportation from Jakarta to Bandar Lampung and vice versa is smooth.

Besides the Lampung University (UNILA) which is founded in September 1965, there is also a private university and an academy known as the Universitas Bandar Lampung and the Akademi Administrasi Negara. These two private institutions, generally, accept the students who live in Lampung province and its surrounding areas.

3.2. The Distribution of the UT Students

UT students which are spread throughout Indonesia are managed and coordinated by 29 Regional Units in the academic year 1984/1985. In the 1985/1986 academic year the UT Regional Units are

increased to 32 Regional Units.

Most of UT students are spread over the Regional Units in Java and the rest are spread outside Java. The distribution of UT students in every Regional Unit does not depend on the governmental administration. In other words, a student who is registered as a UT student in a certain district, might live in a different district.

In general, most students are concentrated where the Regional Unit is located. The greater the distance from the City where the Regional Unit is located, the lesser students registered in such place.

Detailed explanation of the distribution of students in the six Regional Units (Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru, and Lampung) where the tutorial study is conducted are as follows:

a. Yogyakarta Regional Unit

The distribution of students of the Yogyakarta Regional Unit can be seen in Table 2.

The total number of students of the Yogyakarta Regional Unit is 2994 students namely 1112 students (34.14%) of the Public Administration, 1035 students (34.56%) of the Economics and Developmental Study, 608 students (20.3%) of the Applied Statistics, and 239 students (8%) of the Business Administration.

Those students are spread over 20 districts in Central Java/Yogyakarta. In Yogyakarta, there are 1959 students (65.4%), in Sleman (10 km from Yogyakarta) 307 students (10.25%), in Bantul (15km from Yogyakarta) 189 students (6.3%). In the remote districts there are less students. The remotest district from the Regional Unit location is Brebes (293 km from Yogyakarta) which has only 5 students and Purwodadi, the second remotest district (200 km from Yogyakarta), has only 7 students.

b. Surabaya Regional Unit

The distribution of students in Surabaya Regional Unit can be seen in Table 3. The total number of the students of the Surabaya Regional Unit is 4004 students namely 1113 students (27.8%) of the Public Administration, 979 students (24.4%) of the Economics and Developmental Study, 930 students (23.2%) of the Applied Statistics, and 1362 students (34%) of the Business Administration. Those students are spread over 31 districts in East Java. In Surabaya, there are 2850 students (71%), in Sidoarjo (33 km from Surabaya) 248 students (6%), Mojokerto (50 km from Surabaya) 118 students (3%), and in Gresik (28 km from Surabaya) 128 students (3.2%). In other remote districts there are fewer students than in the districts which are near to the city where the Regional Unit is located.

In the remotest districts such as in Banyuwangi (280 km from Surabaya) there are 25 students and in Sumenep (240 km from Surabaya) 21 students only. Furthermore, in Pacitan (217 km from Surabaya) there are 15 students, whereas in Bondowoso (343 km from Surabaya) has only 9 students.

c. Manado Regional Unit

The distribution of students in the Manado Regional Unit can be seen in Table 4. Manado Regional Unit has 606 students namely of 264 students (43.57%) of the Public Administration, 162 students (26.7%) of the Economics and Developmental Study, 108 students (17.8%) of the Business Administration, and 72 students (11.9%) of the Applied Statistics.

Those students are spread over 7 districts in North Sulawesi, Central Sulawesi, and North Maluku.

In Manado itself, there are 330 students (54.45%), in Minahasa 211 students (34.8%), whereas in other districts less than 21 students.

In the remote districts such as in North Maluku District

(Gebe Island) there are only 14 students and in Banggai District (+800 km from Manado) there are only 21 students.

d. Samarinda Regional Unit

The distribution of students of the Samarinda Regional Unit can be seen in Table 5. Samarinda Regional Unit has 615 students namely 181 students (29.4%) of the Economics and Developmental Study, 165 students (26.8%) of the Public Administration, 135 students (21.9%) of the Business Administration, and 134 students (21.7%) of the Applied Statistics. Those students are spread over 8 districts.

In Samarinda itself, there are 321 students (52.2%) and in Balikpapan, there are 182 students (29.6%).

Other remote districts such as Berau (450 km from Samarinda) has only 2 students whereas in Pasir there are 8 students.

e. Pekanbaru Regional Unit

The distribution of students of the Pekanbaru Regional Unit can be seen in Table 6. Pekanbaru Regional Unit has 527 students namely 195 students (37%) of the Public Administration, 177 students (33.6%) of the Economics and Developmental Study, 97 students (18.4%) of the Business Administration, and 58 students (11%) of the Applied Statistics.

Those students are spread over 3 districts, i.e. Pekanbaru, Dumai, and Tanjung Pinang. Pekanbaru has the most of students i.e. 330 students (62.6%), Dumai (200 km from Pekanbaru) has 97 students (18.40%) and Tanjung Pinang (700 km from Pekanbaru) has only 10 students (1.8%).

f. Bandar Lampung Regional Unit

The distribution of students of the Bandar Lampung can be seen in Table 7.

Bandar Lampung Regional Unit is 1128 students namely 617

students (53.8%) of the Public Administration, 264 students (23.4%) of the Economics and Developmental Study, 145 students (12.8%) of the Business Administration, and 111 students (9.8%) of the Applied Statistics. These students are spread over 4 districts in Bandar Lampung Province.

Most of the students of this Regional Unit are found in Lampung city i.e. around 689 students (61%). In Central Lampung, which is 45 km from Bandar Lampung, there are 180 students (15.9%), in North Lampung, 90 km from Bandar Lampung, and in South Lampung, 40 km from Bandar Lampung, there are 143 students (12.6%) and 115 students (10.2%) respectively.

3.3. The Characteristics of the Students of the UT

The characteristics of the students in all Regional Units has been explained briefly in Chapter I. The following is an explanation about the characteristics of the students in the Regional Units taken as samples in this research (Table 8).

a. Yogyakarta Regional Unit

Yogyakarta Regional Unit has 2994 or about 6.98% of UT students. The average age of the students of this Regional Unit is 29 which is a year younger than the average age of all the UT students in Indonesia. The number of male students in this Regional Unit is about 80.97%, the female students is 17.95%, 1.07% did not state their sex, 39.38% are married, 59.12% are single, 0.19% are divorced, and 1.30% did not state their marital status.

On the basis of religion and belief, the students can be grouped into: Moslems (76.03%), Catholics (14.05%), Protestants (8.27%), Hindu (0.29%), and Buddhist (0.06%). The remaining (1.26%) did not state their religion or belief.

b. Surabaya Regional Unit

Surabaya Regional Unit has 1044 students or 10.44% of the

total percentage of the UT students in Indonesia. The average age of the students in this Regional Unit is 29.9 years; 74.77% of the students are males, 24.90% are females, and the rest (0.93%) do not state their sex. Subsequently, 45.33% of the students are married, 53.17% are single, 0.33% are divorced, and 1.17% did not state their marital status.

Based on their religion and belief, the students can be grouped into: Moslems (77.35%), Catholics (10.24%), Protestants (9.94%), Hindu (0.65%), Buddhists (0.73%), and others (1.06%).

c. Manado Regional Unit

Manado Regional Unit has 606 students or about 1.89% of the total number of the student of the UT. The average age of students in this Regional Unit is a year older than the average age of all the students of the UT; 78.85% of the students are males, 19.47% are females, and the rest (1.68%) did not state their sex.

Most of the students in this Regional Unit are married (59.13%), whereas 38.58% are single, 0.72% are divorced, and the rest (1.56%) did not state their marital status.

On the basis of religion and belief, the students can be grouped into: Moslems (24.03%), Catholics (8.29%), Protestants (64.42%), Hindu (0.24%), Buddhists (0.36%), and others (2.64%) did not state their religion or belief.

d. Samarinda Regional Unit

Samarinda Regional Unit has 615 students or 1.43% of the total number of the students of the UT. The average age of the students in this Regional Unit is 32 years which means 2 years older than the average number of the total number of students of the UT.

Most of the students in this Regional Unit are males (89.68%), whereas 9.37% are females, and the rest (0.95%) did

not state their sex.

In this Regional Unit, there are around 57.14% married students, 41.11% are single, 0.63% are divorced, and the rest 1.11% did not mention their marital status.

Based on their religion and belief, the students can be grouped into: Moslems (76.03%), Catholics (10.47%), Protestants (10.79%), Hindu (1.11%), and the rest (0.95%) did not state their religion or belief.

e. Pekanbaru Regional Unit

Pekanbaru Regional Unit has 527 students or 1.67% of the total number of the students of the UT. The average age of the students in this Regional Unit is 33 years or 3 years older than the average age of the total number of the students of UT.

Most of the students in this Regional Unit are males (86.28%), whereas 12.36% are females, and the rest (1.36%) did not state their sex.

In this Regional Unit, there are about 51.49% married students, 47.01% are single students, no one is divorced, and the rest (1.50%) did not state their marital status.

Based on their religion and belief, the students can be grouped into: Moslems (85.51%), Catholics (3.53%), Protestants (7.88%), Hindu (0.13%), Buddhists (2.58%), and the rest (1.35%) did not state their religion or belief.

f. Bandar Lampung Regional Unit

Bandar Lampung Regional Unit has 1128 or 3.405% of the total number of students of the UT. The average age of students in this Regional Unit is 30.5 years or half a year older than the average age of the students of UT.

Most of the students in this Regional Unit are males (86.28%), whereas 12.7% are female students, and the rest, 0.93%, did not state their sex.

In this Regional Unit, there are 55.86% married students, 43.28% are single, 0.07% are divorced and the rest (0.80%) did not state their marital status.

On the basis of religion and belief, the students can be grouped into: Moslems (85.75%), Catholics (6.85%), Protestants (4.79%), Hindu (0.93%), Buddhists (0.79%), and others (0.85%) did not state their religion or belief.

3.4. Coordinators/Advisors, Managers, and Staffs

The coordinators/advisors, managers, and staffs of the Regional Units are recruited from the state universities where the Regional Units are located, or from the Regional Offices of Ministry of Education and Culture, or temporary employees.

The coordinators/advisors of the Regional Unit are the Rectors of the local state universities who are appointed by Minister of Education and Culture. Thus, the Rector of the local state university is as an ex officio of the Regional Unit. The duty of the Rector is to manage/advise the Regional Unit in operating the distance learning programs technically.

The Head of the Regional Unit is also recruited from the local state university where the Regional Unit is located. The Heads of the Regional Units are appointed by the Minister of Education and Culture based on the proposal of the Rector of the Universitas Terbuka after consulting with the host Rectors. The managing staffs of the Regional Units are appointed by the Head of the Regional Units. Some of these staffs are recruited from the local state universities and some are recruited from other sources in the region. Generally, these staffs are recruited from the local state universities therefore most of them are civil servants. The staffs who are not recruited from the local state universities are not government officials, yet. Among the Heads of the Regional Units, there are some of them who have main functions in their universities, for example Assistant Rectors, Deans, or Department

Head.

The role of the Head of the Regional Unit is to carry out the distance learning programs in the region, such as conducting tutorials, distance training for tutors, examination, administration and registration, and to build cooperation with other institutions in the region.

The following is an explanation of tutors' original institutions, the total number and qualifications of the coordinators/advisors and the staffs of each Regional Unit (see Appendix II, Table 9, 10, 11, and 12).

a. Yogyakarta Regional Unit

The Yogyakarta Regional Unit has two coordinators/advisors. They are the Rector of the Gajah Mada University and the Rector of the Institute for Teachers' Training and Educational Sciences of Yogyakarta. This Regional Unit employs 20 people; 3 of them come from the Yogyakarta Institute for Teachers' Training and Educational Sciences, 9 are from the Gajah Mada University, and the rest are from the private institutions. Generally, those who come from private institutions work as the administrative staffs, whereas those who come from universities/Institutes are mostly assigned in managerial positions such as coordinators of academic and administrative related matters. These 20 staffs of the Yogyakarta Regional Unit manage about 2,994 students. This means that the ratio of manager to students is 1 : 147.7.

The qualifications of the Regional Unit coordinators/advisors is: 1 staff has S3 qualification (the Rector of the Gajah Mada University) and the other one has S2 qualification (the Rector of the Institute for Teachers' Training and Educational Sciences).

The qualifications of people who directly involve in managing and operating the Regional Unit, who are later called as "managers" is 2 staffs have an S3 qualification, 1 staff has an S2 qualification, 1 staff has an S1 qualification, and the rest

(16 staffs) are Senior High School graduates.

b. Surabaya Regional Unit

The Surabaya Regional Unit has 3 coordinators/advisors who are the Rector of the Airlangga University, the Rector of the Surabaya Institute of Technology, and the Rector of the Institute for Teachers' Training and Educational Sciences. There are managers (see the definition above) and staffs of this Regional Unit consisting of 7 from the Airlangga University, 10 from the Institute for Teachers' Training and Educational Sciences, 3 from the Surabaya Institute of Technology, 1 from the Ministry of Security and Defence, and 10 temporary employees.

These staffs in this Regional Unit serve as many as 4,404 students. This means that the ratio of manager to students is approximately 1 : 142.

The qualifications of the coordinators/advisors in this Regional Unit are: 2 coordinators have an S3 qualification (the Rector of the Airlangga University and the Rector of the Surabaya Institute of Technology). The qualifications of the managers in this Regional Unit are: 1 staff has an S3 qualification, 13 staffs has an S2 qualification, 1 staff has a bachelor degree, 14 staffs are Senior High School graduates, and the rest (2 staffs) are Junior High School graduates.

c. Manado Regional Unit

The Manado Regional Unit has 2 coordinators/advisors who are the Rector of the Manado Institute for Teachers' Training and Educational Sciences and the Rector of the Sam Ratulangi University. The management of this Regional Unit is run by 22 persons: 10 are from the Manado Institute for Teachers' Training and Educational Sciences, 5 are from the Sam Ratulangi University, whereas 7 are temporary employees. These 22 persons

in this Regional Unit serve about 606 students. This means that the ratio of manager to students is 1 : 27.

The qualifications of the coordinators/advisors are: 1 coordinator has S3 degree (Rector of the Manado Institute for Teachers' Training and Educational Sciences) and the other one has S2 degree. The qualification of the managers are: 1 manager has S3 degree (Head of the Regional Unit), 10 have first degree, 1 has a bachelor degree, 9 are Senior High School graduates, and 1 is an Elementary School graduate.

d. Samarinda Regional Unit

The Samarinda Regional Unit has one coordinator only, who comes from the Mulawarman University, that is the Rector of the Mulawarman University. The management of this Regional Unit is run by 21 persons who are recruited from the Mulawarman University. These staffs serve about 615 students. This means that the ratio of manager to students is 1 : 29.

The coordinator in this Regional Unit has an S3 degree, the managers also (2 persons) have an S3 degree, the staffs (12 persons) have an S1 degree, the other staffs (3 persons) have a bachelor degree, and the assistant staffs (4 persons) have a Senior High School certificate.

e. Pekanbaru Regional Unit

The Pekanbaru Regional Unit has one coordinator/advisor only who graduate from the Riau University (UNRI). The management of this Regional Unit run by 10 persons who are also recruited from the Riau University. These 10 managers serve about 527 students. This means that the ratio of manager to students is 1 : 52.7.

The coordinator of this Regional Unit has an S3 degree. The qualification of the managers are: 4 staffs have an S1 degree, 1 staff has a bachelor degree, 3 assistant staffs are Senior High School graduates, another one is a Junior High School graduate,

whereas the last one is an Elementary School graduate.

f. Bandar Lampung Regional Unit

The Bandar Lampung Regional Unit has one coordinator/advisor only, that is, the Rector of the Lampung University. The management of this Regional Unit is run by 15 persons who are recruited from the Lampung University. This management serve about 1.128 students. This means that the ratio of manager to students is 1 : 75.

The coordinator/advisor in this Regional Unit has an S3 degree. The management is run by 4 persons who have an S2 degree, 5 others have an S1 degree, 1 has a bachelor degree, 4 have Senior High School certificate, and 1 has an Elementary School certificate.

Based on the ratio of the manager to students it seems that the students of Regional Units outside Java have the chance to serve the students more intensively compared to the Regional Units in Java. However, this assumption is still to be examined after the Correlational Study has been implemented.

3.5. Tutor

The tutors of the Universitas Terbuka are generally recruited from the local state universities where the Regional Units are located and from the private universities or institutions.

The procedures being adopted by the UT in recruiting the tutors is by approaching the Rectors or the Dean of the local universities/institutes where the candidates for tutors work. So tutoring is just an additional job of the candidate tutors who, generally, are the lecturers from the local universities or institutes.

Generally, the Rectors or the Deans of the local universities/institutes recommended those who want to become tutors

in the Universitas Terbuka. This also apply for candidates outside the Ministry of Education. The selected candidates then apply to the Head of the local Regional Unit, as an administrative fulfillment. Subsequently, they are officially appointed by the Head of the Regional Unit on behalf of Minister of Education and Culture.

The number of tutors varies in each Regional Unit, depending on the total number of the students in each Regional Unit. The UT headquarters decides the total number of students in each Regional Unit with the ratio of tutor to students 1 : 120 for the general basic subjects (MKDU) and 1 : 160 for the specific basic subjects.

However, the stated ratio decided by the UT headquarters was not always in accordance with it being practised in the Regional Units. One of the reasons is that the total number of students who were expected to apply through the SIPENMARU (the National Entrance University Examination) and who finally registered to UT in each region was very small. As a result, as it is shown in Table 9, the general ratio of tutor to students is much greater (see also, Zainul Ittihad Amin *et al.*, 1984).

The students attendance in semester I tutorial indicated a high percentage (80%), but at the end of semester II, the students attendance in the tutorials decreased to less than 50%. This is caused by the long distance from the students residence and the tutorial centers. The students attendance which decreased to less than 50% is assumed that it has no relation whatsoever with the students competence in learning individually. This can be seen from the development of the extra tutorials at the Regional Units. Because of the decreased in the students' attendance, the actual ratio of tutor to students is much greater from the criteria which has been outlined by the UT headquarters.

The Regional Units in Java do not have any problems in providing tutors as there are many tutors available in Java. The Regional

Units outside Java have many problems in providing tutors, especially tutors for mathematics and statistics, therefore, in several Regional Units there are tutors who conduct tutorials for two subjects in semester II.

The total number of tutors, their original institution and qualifications in the six Regional Units are as follows (see also Table 10, 11, 12, and 13):

a. Yogyakarta Regional Unit

In the Yogyakarta Regional Unit, there are 104 tutors. All the tutors are recruited from the Gajah Mada University. The ratio of tutor to students in this Regional Unit is $1 : 28.7$.

The tutors qualifications are: 4 tutors have an S3 degree, 13 tutors have an S2 degree, and the rest, 87 tutors, have an S1 qualification.

b. Surabaya Regional Unit

In the Surabaya Regional Unit, there are 128 tutors where 56 of them are recruited from the Surabaya Institute for Teachers' Training and Educational Sciences, 15 are recruited from the Surabaya Institute of Technology, 54 are recruited from Airlangga University, 1 is from the private institution, and the rest (2 tutors) are recruited from the Ministry of Security and Defence. The ratio of tutor to students is $1 : 37.9$.

The qualification of these tutors are: 11 of them have an S2 degree, 103 of them have an S1 degree and the rest (2) are Colonels.

c. Manado Regional Unit

There are 29 tutors involved in Manado Regional Unit. These tutors are recruited from Manado Institute for Teachers Training and Educational Sciences (13 tutors), Sam Ratulangi University (15 tutors), and from the local government (1 tutor). The ratio of tutor to students is $1 : 20.8$.

The qualification of tutors in this Regional Unit are: one tutor has an S3 degree, and the 28 tutors have an S1 degree.

d. Samarinda Regional Unit

In the Samarinda Regional Unit there are 25 tutors.

All the tutors in this Regional Unit are recruited from the Mulawarman University. The ratio of tutor to students is 1 : 24.6.

The qualification of the tutors are: 2 of them are S3 graduates, 2 of them are S2 graduates, and 21 of them are S1 graduates.

e. Pekanbaru Regional Unit

In the Pekanbaru Regional Unit there are 21 tutors. All the tutors are recruited from the Riau University. The ratio of tutor to students is 1 : 27.7.

All the tutors in this Regional Unit have an S1 degree each.

f. Bandar Lampung Regional Unit

In this Regional Unit, there are 22 tutors. All tutors are recruited from Lampung University. The ratio of tutor to students is 1 : 51.2.

The qualifications of these tutors are: 3 tutors have an S2 degree and 19 tutors have an S1 degree.

3.6. Study Groups

The teaching and learning process of the distance learning system which is adopted by the Universitas Terbuka demands the students to learn individually and in groups. From the beginning, UT believes that learning processes taking place in group organized by students could be effective in facilitating their motivation and academic performance.

Therefore, Universitas Terbuka strongly suggests the students to

organize study groups and this idea is welcomed by the students. However, there are difficulties encountered. One of the difficulties is that the students do not know their friends' addresses, whom they can ask to form a study group. Therefore it is not surprising if there appeared advertisements in mass media from certain students to look for friends to form a study group, especially the students who live near them or have the same field of study.

After semester I, several study groups of the UT students either in Jakarta Regional Unit which is near to the UT headquarters, in the Regional Units in Java, or in the Regional Units outside Java were formed.

From a research on Exploratory Study on Tutorial conducted in semester II either through questionnaires or interviews with the Regional Unit staffs, tutors, and students, it was apparent that in Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru, and Lampung several study groups have been formed. In forming the study groups, the Heads of the local Regional Units only gave the motivation whereas the initiative of forming the study groups were from the students themselves; there was no interference whatsoever from the Regional Units staffs.

The forming of study groups usually happen after the students learn to know each other when attending tutorials conducted by the Regional Unit, or through mass media such as local newspapers, amateur radios, or CB radio, or by informal information circulated among them.

The staffs of the Regional Unit do not know exactly the total number of the study groups and their distribution in the region.

The students manage their own study groups. They themselves choose the leaders and decide the kind of activities they are going to do.

The leaders of the study groups are the initiator and facilitator in every activity. Generally, the persons who become

the leaders of the study groups are those who are seniors and have a position in the institutions where they work. In managing the study groups, there are study groups which collect money from their members every month. There are study groups which conduct their activities in a permanent place, but there are several study groups which changes from place every now and then. The study groups which collect money from their members usually have a permanent place for their activities. The amount of money being contributed by each member of the study group varies between Rp. 2,500 up to Rp.5,000 per month. The collected money is used for renting the place/rooms for conducting the activities, paying the tutors, etc. The number of each study group members ranges between 4 - 18 persons.

The Regional Units which have big offices such as the Manado Regional Unit lends some of their rooms for conducting the study group activities.

The activities being done by the study groups, generally, cover:

- a. Discussing the module materials;
- b. Doing/solving the daily tests, the formative test, and the unit test problems of the last semester; and
- c. Discussing and solving the difficulties/problems faced by the members of the study groups.

No information is granted concerning extra curricular activities among the study groups. The activities of the study groups are conducted 2 or 3 times a week. Usually, each learning activity lasts for two hours. The most advantageous activity according to them is the one which have some relation with the module discussions.

Interviews and questionnaires indicate that the members of the study groups state that the advantage of the study group is in helping them in learning the modules. This can be seen from their semester II examination results, as most of the students who pass the exams are those who joined the study groups.

Thus, a study group has an important role in giving extra guidance among its members. In Chapter VI, this topic will be discussed in detail. As has been forwarded before there is little effort from the Regional Units to improve the roles of the study groups. They only give general suggestions to the study groups. The Regional Unit can not monitor the activities conducted by the study groups, because the addresses and the distribution of the study groups are unknown. As these study groups are very important, it is necessary that the UT headquarters outlines guidance concerning these groups so that the Regional Unit can make use of it in case of building up their academic as well as non academic activities.

UNIVERSITAS TERBUKA

CHAPTER IV

TUTORIAL PREPARATION

Chapter 4 discusses UT's Regional Units activities in preparing tutorials, and providing tutors, schedules, and approaches, locations for tutorial, communication systems, facilities, coordination, supervisions, and monitoring, respectively.

4.1. Preparing Tutors

Face to face activity which is a characteristic of the conventional educational institutions is only occasionally conducted at UT.

Most of learning processes are to take place through printed media, known as modules.

One of the student services provided by UT is to conduct three face to face tutorials in one semester, the occasion in which the students can meet their tutors.

By conducting these tutorials, UT needs an adequate number of tutors of various disciplines. The system that the UT adopted in providing tutors is, first, approaching the tutors individually and second asking permission from the respective Rectors. Then the Head of the UT Regional Unit on behalf of the Minister of Education and Culture writes out a letter of agreement.

Before conducting the tutorials, the tutors are given general guidance concerning the UT's tutorials.

The UT six Regional Units (DI Yogyakarta, Surabaya, Lampung, Pekanbaru, Samarinda, and Manado), which have been chosen as samples in this observation, have not conducted a face to face tutorial training, yet. However, the Regional Units of Samarinda, Manado, Banjarmasin, Irian Jaya, and Palembang have already conducted such training by the SISDIKSAT (Learning System through Satellite) program which is broadcasted directly from the SISDIKSAT station in Senayan, Jakarta.

Directorate General of Higher Education (Ditjen Dikti) owns the

equipments for conducting the SISDIKSAT which is stationed at Senayan. The SISDIKSAT Program can be directly broadcasted from Senayan to all the SISDIKSAT Stations in the central and eastern regions of Indonesia by the Palapa Satellite Controlling Station in Cibinong and the Relay Station in Ujung Pandang. The SISDIKSAT Stations of the provinces are located in the public universities.

The main aim of these tutorials is to accomplish understanding concerning modules which then forwarded to the students through tutorials. The module writers serve as tutors in this SISDIKSAT program.

4.2. Schedules

As mentioned above, the Universitas Terbuka arranges three tutorials in each semester. The second tutorial for semester II is scheduled between May 10 - 25, 1985. However, each Regional Unit is free to decide its tutorial schedule. Each Regional Unit then has a different tutorial schedule both in the amount of days and the period of time but in accordance with the schedule of the UT.

The following schedule shows the second tutorial activity of semester II 1984/1985.

Tutorial Schedule

No.	Regional Unit	Date of the Tutorial	Total	Time
1.	DI Yogyakarta	May 19th	1 day	08:00-18:00
2.	Surabaya			
3.	Lampung	May 12th & 19th	2 days	09:00-15:40
4.	Pekan Baru	May 13th - 18th	6 days	16:00-21:00
5.	Samarinda	May 19th	1 day	08:00-21:00
6.	Menado	May 20th - 24th	5 days	15:00-19:00

Each Regional Unit has a different class division due to the number of students in each department.

For example as the Regional Unit in Lampung has a great number of students in the Economics and Developmental Study program the students are divided into two groups/classes, and even in the Public Administration program the students are divided into four classes/groups. A different approach is used by Regional Unit in Pekanbaru. Since tutorials are held in three different places, namely Pekanbaru, Dumai, and Tanjung Pinang, tutorial for the same subject for example English, the students of the Public Administrations and Business Administrations programs are grouped into one tutorial class, although they come from two different programs. Similarly, the students of the Applied Statistics and the Economics and Developmental Study programs who attend the same subject such as the Indonesian Insights (Kewiraan) are put into one class.

As said before the tutorial schedules and class organization of each Regional Unit varied due to the total amount of students, classroom facilities, and number of tutors available.

4.3. Tutoring Approach

Tutorials are usually given in a class guided by a tutor. However, several Regional Units such as Manado and Samarinda adopt a team teaching system for certain subjects, for which two or more tutors working together. Besides the tutorial approaches mentioned above, the Regional Unit of Surabaya adopts a rotation system for large classes or groups for certain subjects. This is done to avoid a tutor from giving tutorials in the same class continually. For example, for tutorial I, class A students are guided by tutor X, on the other hand class B students are guided by tutor Y. Later on, for tutorial II the rotation system is applied on the respective classes by exchanging the tutors. Tutor X will then guide class B students whereas tutor Y will guide

class A students.

4.4. Tutorial Centers

The system of deciding the tutorial centers is different in each Regional Unit. There is only one tutorial center in the city where the Regional Unit office is located, however there are also tutorial centers located outside the city. The decision is based on the distribution of students of the province or the distance from the host universities/institutes or the availability of transportation.

Most Regional Units take advantage of the existing facilities of the local state universities in conducting their tutorial activities. However, when tutorial activities are conducted in district areas where there is no university, the local government, usually permits to use their facilities.

The number of the tutorial classrooms are used according to the number of students in the Regional Unit. The Regional Unit coordinators do not have any problems in getting the tutorial places both in the city where the Regional Unit is located and in the districts, because there is a close cooperation between the UT Regional Unit on one side and the Public Universities, District authorities, and institutions throughout Indonesia on the other side. These facilities can easily be obtained, due to the authorities or institutions mentioned above believe that the UT is trustworthy since it is a government project.

The location and places of the tutorials and the number of classrooms available for tutorials are shown in Appendix II, Table 13.

4.5. Communication

Before the tutoring programs are executed, the Regional Units coordinators prepare tutorial schedules, the lists of tutors and the locations based on the UT academics calendar.

Therefore all the tutorial schedules, list of tutors, etc. are to be announced long before the tutorial meetings are conducted. To get the tutors informed concerning the tutorial meetings most Regional Unit use letters. This way of communication is also used when tutors are requested to come at place. On the other hand the students get information through announcements pinned/announcement boards or by stencils handed to them when they visit the Regional Unit office.

The UT does not fully take advantage of mass media in communicating tutorial activities. It is true that some Regional Units have already made use of the local newspapers to inform the UT activities, but radio station (RRI) have not yet been used as a means of informing the UT tutorial programs. There is only one Regional Unit, i.e. Manado, which has taken advantage of the RRI local station.

In general, the Regional Unit use the announcement boards in their offices or hand out stencils to announce the tutorial programs. To communicate with other institutions or other Regional Units throughout Indonesia, telephone or letters are used. However, there are several Regional Units which have used telex or SISDIKSAT borrowed from host universities for communication.

4.6. Facilities

To provide adequate support to students, Regional Unit needs various facilities, such as buildings, learning aids, and other equipments.

To conduct their activities Regional Units can make use either the facilities of local universities or local government especially for classrooms and offices. Other facilities such as communication devices, typewriters, and learning aids such as OHP, slide projector, drawings, etc. are hardly possessed by Regional Units.

The facilities used by the UT Regional Units in conducting

their activities, either borrowed from other institutions or their own, can be seen in the list of Regional Unit facilities/equipments. (See Table 14). From the mentioned table, it is obvious that each Regional Unit has only one or two typewriters at their disposal. Besides the typewriter or the telex machines, the Regional Units do not possess any other facilities. The Regional Unit in Manado and Samarinda possess a unit of SSB equipments each. In many cases the SSB equipments help the Regional Units to communicate with the districts which are at a distance from the Regional Unit office, e.g. in giving information from Manado to Luwuk or from Samarinda to Tarakan.

From the above data, conclusions can be taken that the Regional Units have very limited equipments whereas actually they are badly needed to develop both the Regional Unit administration and academics services. Therefore the Regional Units or the UT Headquarters should list all the equipments for immediate use according to priority. This should be done in order to provide better tutorial services.

The main problem when communicating with the UT Headquarters or vice versa is that the UT borrows local university telephones which are far away from the Regional Unit office. This leads to delays or even cancellation of many important and urgent information. The problem concerning telephone should immediately be solved.

4.7. Cooperation

In carrying out its management, the UT cooperates with various institutions such as Telecommunication Center (Perumtel), the Ministry of Information (TVRI). The UT Regional Unit also cooperates with other regional local institutions throughout Indonesia, therefore the communication between the Regional Unit and the students can easily be handled. Tutorials and examinations in each Regional Unit were successful due to the

participation of the local universities and government, and other institutions. The cooperation between the Regional Unit and the local universities in general, is in the form of supplying tutors and facilities such as rooms/places for the students of UT, telephones, telex, or the local university SISDIKSAT networks.

To extend the reach of the Regional Unit, the cooperation with the local government becomes very important. The facilities given by the local government and the society will be a great help for the Regional Unit in providing student support services, especially in conducting tutorial and examination. Observation shows that the activities of Regional Unit Center can run smoothly if the local government gives its ultimate support.

The Post Office is another great help in carrying out the UT most important activities. It enables the UT Regional Unit send the modules, the learning materials, and the examinations as scheduled before.

No difficulties whatsoever are faced by the managers of the Regional Unit in fostering cooperation with the above institutions and local governments. It seems that the society have become more aware of the UT existence as a competent higher institution extremely needed at present, therefore their participation in supporting the UT programs is positive.

So far about UT cooperation in general and the Regional Unit in particular as one of the technical executive units which function is to execute all the activities in the UT.

4.8. Supervision and Monitoring

The supervision and monitoring is part of the UT tutorial activities.

The supervision on the tutorial activities is usually aimed at monitoring the frequency of the students' attendance in the tutorials. For this reason, the Regional Unit Center managers are to prepare attendance lists which should be signed by the students

each time they attend tutorials. Besides that, several Regional Units also prepare attendance lists for tutors. However, not all Regional Units have prepared the attendance lists for the students who attend the tutorial activity. This is probably because the tutorial activity is optional.

So far a satisfactory supervision during tutorials have not been outlined. Neither have the staffs responsible for it monitored the activity. Several Regional Unit staffs had been present during the tutorial implementation, but they did not supervise any actual tutoring process, in fact, they had only the intention to find out whether the tutorials are generally carried out.

To accelerate the tutorial activities almost all Regional Unit managers assign some of their staffs to be responsible for certain locations where several tutorial activities are held. They had to prepare attendance lists for students and give information concerning administration or academic matters.

CHAPTER V

THE TUTORIAL IMPLEMENTATION

If the previous chapters analyze about how the Regional Units prepare tutorial meetings, this chapter analyzes how those preparations are implemented in tutorial processes.

5.1. Place of tutorial

Various approaches are used during tutorial II semester II which is conducted on May 1985. Each Regional Unit adapts to the local situation and condition. Therefore in its application one Regional Unit is different from the other, but it is not a principle difference. All relatively runs smoothly according to the scheduled time. What is meant by the local situation and condition here is the number of students, the number of tutors according to the needed qualification, the facilities which can be used at the local universities, the support of the local government, the social cultural factor, and so on. All of these give a variety to the tutorial activities.

Because UT does not have its own facilities, the support of the local government is highly anticipated, e.g. concerning the tutorial center. From the observation it is known that the Regional Units use local universities as a center for the tutorial meetings. There are 2-5 locations used, and of each location on the average 1-8 rooms are used. On the whole, each Regional Unit uses at least 5 classrooms (Samarinda), the others on the average uses more than 8 rooms, Yogyakarta for example uses nearly more than 30 rooms. In addition to that there is a Regional Unit who does not only use the local universities, but also other places, The Pekanbaru Regional Unit uses 3 classrooms in PT Caltex Dumai and 3 classrooms in SPGN Pekanbaru.

The condition of the rooms used for tutorial are good enough. The

rooms in Caltex are special ones which are usually used for upgrading, seminars or special meetings, so that it is also good enough for a tutorial center. What is meant by good enough here is that there are enough seats, enough desks, good lightning, fresh air as there is good ventilation.

The environment of the tutorial center is generally good, meaning that it is far from the busy traffics, markets or whatever that is considered to interfere the continuity of the tutorial activity. Some trivial things happen, however such as the doorkeeper came late, or there was not enough water for praying, or the absence of a cafeteria (canteen), and so on.

5.2. The Time Allocation

The schedule of tutorial activities differs from one Regional Unit to the other. The UT headquarters only gives the approximate time when the tutorial activity will be conducted; it is left to each Regional Unit to determine the exact schedule. For instance, in the described academic calendar, tutorial II for semester II is conducted between July 10-25, 1985, but each Regional Unit has the autonomy to determine when these activities will be conducted considering the situation and condition of each respective unit. Our findings show that the tutoring activities conducted by the Regional Unit varies between one day, three days, and one week. If tutoring activities are carried out for one day, the hours last from 8.00 in the morning till 6.00 in the afternoon and usually on Sunday. However if tutoring activities are conducted for 3 days or more, they usually take place in the afternoon till night from 15.00 to 21.00. These hours are common as they are after working hours.

The Regional Units of Manado, Pekanbaru, and Surabaya conduct the tutorial activities for 5 days, Lampung for 3 days, each on a different Sunday and Yogyakarta and Samarinda for one day. Furthermore there are Regional Units that do not conduct tutorial activities on Sundays.

This is in relation with Sunday being a religious day for the Christian people who usually go to church on that day.

On the other hand the Regional Unit has also reasons to conduct the tutorial activity in one day namely : the limited number of available tutors, the limited number of rooms that can be used. Nevertheless from the UT headquarters as well as from the Regional Unit improvement on the tutorial system is being made.

There is also a variation among the length of the tutorial system, from one and a half hours to three and a half hours per subject. Yogyakarta makes a difference between the length of tutorial system of General Basic Subject (MKDU) and that of MKDK (Special Basic Subject) : MKDK for 2 hours and MKDU for two and a half hours. In Manado the length of each session is on the average 3 hours for one subject and in other Regional Units 2 hours for one subject.

Nevertheless, there are similarities among all these centers. Those similarities are :

- the schedule is constructed by subject matter with the prescribed hours.
- the tutors are prescribed to the relevant rooms and the subject they are tutoring; each room is prescribed for a certain subject.
- one session is prescribed only for one subject. For instance, the schedule shows that from 8.00 to 10.00 Pancasila (the Five Principles of the Indonesian Philosophy) which means that at that period no other subjects are being discussed.

5.3 Student Attendance

Many students have suggested to increase the frequency of the tutorial meeting, e.g. 6 or 12 times within one semester. However, further observation shows that the attendance of the students decreases from day to day. This fact is really very contradictory and it needs further study to detect the exact reasons.

When the tutorial activities were conducted for the first time,

about 95% of the students participated. However, gradually the attendance of the students is getting lower. In tutorial II, semester II for example, that the number of students who participate in the tutorial activity in Pekanbaru is the smallest, only 5% of all the students in Pekanbaru (6% of the English Department and 5% that of Mathematics) use the service. The greatest number is reached by the Regional Unit of Surabaya, 80.60%. In Yogyakarta the number of students attending the tutorial meeting is less than 50%, in Lampung about 78.5%. No data obtained from Samarinda as they do not have any attendance lists. However, as it was estimated by Head of Regional Unit, the student attendance in Samarinda would not higher than 5%.

What is the reason of that contradictory issue? On one hand many students suggest to increase the frequency of tutorial meetings, on the other hand the students who attend the tutorial meetings decrease dramatically. The following explanation might throw some light on this ironical situation.

- a. The need of increasing the frequency of tutorial is simply raised by students who attend the tutorials. No data can be obtained from the students who are absent. Hence, the suggestion to increase the frequency of the tutorial activity should be carefully examined since it only comes from a small number of students.
- b. The Regional Unit who conducts a one-day tutorial activity does not give much opportunity to students who are prevented to come on the tutorial day. He cannot attend the activity of all subjects. But if the tutorial meeting is conducted for several days then a student prevented to come on one particular day still has the opportunity on the others. However, it is not easy for the Regional Unit to conduct a tutorial activity for several days, as many factors depend on the local situation and condition. e.g.
 - the amount of money that should be spent;
 - the limitation of the available space/rooms;
 - the increase of work for the Regional Units.

- c. Information on the tutorial activity is not adequate, meaning that mass media are not properly used to reach a wider area. Furthermore, more of the students have a waiting attitude, namely they do not have the initiative to look for information. This is because many students live in remote places, even hundreds of kilometer from the Regional Unit.
- d. Things happen beyond the will of the students so that they are prevented to attend the tutorial meeting, such as a business trip out of town, sickness, or attending to personal matters, etc.

Although the attendance of the students drops by the day, it is still necessary to conduct that activity. The advantage of conducting the tutorial activity is not only that it helps the students in overcoming the students' difficulties in academic matters but also psychologically motivates the students to learn independently and thus they will feel that they belong to a university. Tutorial can also be viewed as the communication channel among the UT students.

5.4 Tutorial Implementation

According to the "Guidelines for Tutors Universitas Terbuka" (1984) the role of a tutor is :

- a. to clarify the part of the material that is considered difficult by students.
- b. to assist the students in indirectly related academic matters such as:
 - assisting the students in mastering learning skills;
 - organizing study groups; and
 - increasing motivation to study

However, up to this moment the role of a tutor is not applied as it

should be, as at present UT is at the stage of finding the most effective tutorial system to be applied. The present role of a tutor is focused in assisting the students' academic questions.

5.5 The Process of tutorial activities

It seems necessary to put forward the role of a tutor, as it is going to be used as a reference in describing the process of tutorial activities. Thus it will be known how far the Guideline for Tutor is applicable and whether the tutors at present are following the Guideline.

To get a clearer practice let's look at the table reported in the Appendix II, Table 15.

a) The Allocation of time

The tutorial activities are conducted in accordance with the prescribed table based on the academic calendar issued by UT. The time allotted to each subject matter is not the same, neither it is among Regional Units concerning the same subject matter.

What is meant by allocation of time here is as follows : First, the time allotted to each subject matter as prescribed in the schedule and second, the time spent for discussing the material during the tutorial activity. However the data presented is more qualitative backed up by quantitative data. The data are obtained from observing the tutorial activity.

It is shown that the time spent in discussing Mathematics and English is not in accordance with the prescribed time in the schedule. The activity is started a few minutes late, about 5 - 23 minutes. This is due to several reasons such as : the janitor is late in getting the classes ready, the tutors came late, there are still few students present, so the tutor is waiting for more to come, etc.

The same thing happens at the end of the tutorial session, not in

accordance with the schedule. On the average the session is ended before the prescribed time. However, there is a tutor in Surabaya who finished 10 minutes after the scheduled time because there are so many questions to ask and the tutor begins late.

The time spent for English is between one and one a half hours and that of Mathematics between one and a half hours and to two hours. The reason why the session is ended before time is because all questions are discussed and the tutor does not explain the material if there are no questions asked about it.

The proportion of time spent for each component in the activity is shown on the table 15 enclosed.

The following is the description about the allocation of time during the tutorial activity especially for English/Mathematics.

1) English

From the overall tutorial time, the tutor uses 95.5% of the time for clarifying the material in the module, answering the students' questions, asking questions and giving assignments to the students.

In shorter most of the tutor's activities are relevant with the material in the module. The 4.5% left is used for things not relevant with the material in the module, e.g. the tutor is busy with his own work.

Looking from the aspect of content on the average 79.6% is used for discussing the material, and 4.6% for enrichment from other references. In this case, Lampung has the lowest time spent; 51.7% time is used for discussing module related matters, 19.2% of the time is used for non-academic work and the procedure of learning and 15.4% is used for talking about personal matters. Other Regional Units spend relatively much more time for discussing the materials (more than 80%) and for enrichment activities. This is not surprising as in some Regional Units the students needs more explanation about the non-academic matter and the procedure of learning. But actually all these things can be asked

directly to the Regional Unit beyond the tutorial hours, so that the tutorial session can be devoted entirely to discussing the materials.

The verbal interaction of the students, i.e. the participation of the students orally during the tutorial session does not differ from the activity of the tutors, namely (83.3%) most of them put forward their opinions, ask questions, or give comments concerning the material of the module. And only 12.7% is used for enrichment activities and 4% for non-academic matter and the procedure of learning.

Based on the above description it is clear that most of the tutorial time is spent for discussing the materials both by students and tutors. But it should be noted that most of the students who participate in the English tutorial are not ready yet to put forward their opinions or ask questions; they rather wait for the tutor's explanation.

2) Mathematics

Apparently the Mathematics tutorial activity is more lively, so that the entire time is not spent by one monotonous activity. There is 82.3% of the time is used to discuss the material in the module, such as : clarifying the material, answering questions, asking questions or giving assignments to students. Other activities that are rather irrelevant are 17.7% and 11% of it is spent by the tutor doing his own work. It is assumed that the tutor first tries to solve the problems himself before discussing it with the students. From the aspect of content : 92% for discussing the material, 2.8% for enrichment based on references outside the module, and 3.9% for correcting mistakes. Discussing things irrelevant to the material consumes only 1.3% of the time. This fact shows that during the tutorial, activity is focused on discussing module related matters.

It's about the same with the student interaction. There is 95.2% of the time is spent for asking questions, giving opinions or giving comments relevant with the material. Only 0.8% of the time is used for

things not relevant to the material.

b. Approach

It is mentioned above that the role of the tutor is simply to answer the student's questions. The data obtained show that all Regional Units apply that kind of approach, i.e. the tutors explain about the material based on the students' questions which are put forward orally as well as written. Sometimes the tutor explains very elaborately to each question. It seems that the tutor is not satisfied if he does not explain it elaborately.

Actually the tutor should not depend only on the students' questions. If there are no questions from the students the tutor should take the initiative to explain the material and then ask questions to elicit the students' opinions or questions. In this way the tutorial activity is running as it should be.

It is also found that in general the students have not prepared before coming to the tutorial meeting. In other words they have not read the module yet. Consequently, the students do not know what to ask during the tutorial activity. Furthermore they still do not understand the concept of self-sufficient learning, and hence they are relatively fully dependent on their tutors.

Indeed, the tutor is one whom we can rely on in assisting the students in overcoming their various difficulties. Although the students do not ask questions because they are not ready yet, it does not mean that they do not have any problems. For tutors who are willing to help their students, another approach is used, i.e. explaining part of the material in the module which is considered difficult. Another method is explaining the module subsequently from the first module to the next one. Nevertheless, there are tutors who do not take any initiative if there are no questions from the students. This, perhaps, is caused by several reasons: the tutor is very much

confined to the prescribed rule, i.e. the tutor is to answer the students' questions.

Another reason is perhaps the condition of the tutor himself: he has not prepared so if the students do not ask any questions is the very thing he has hoped for.

As mentioned above the students are not ready yet to be independent student. Reading is not yet to be a tradition among them. This can be inferred from the suggestions raised by the students :

- the tutor should explain the material without waiting for the students' questions;
- it would be best if the content of the cassette is discussing the material of the first module till the last module.

We may then conclude that the tutorial system at present is not as effective as it should be, namely it does not succeed in encouraging students to learn individually. It seems more important to help the students to prove their motivation to learn e.g. giving guidance, consultation, motivating learning in groups, guiding how to study the module etc. If the concept of individual study is mastered by the students the tutorial session is not necessarily used to explain the whole module, but only discussing certain unclear and doubtful concept of the material.

There are still some interesting findings in relation to English or Mathematics that are interesting to be reported. In English the students are not very active in asking questions. The students prefer wait for the tutor to taking the initiative. Due to this situation the tutor begins to explain about the material. To motivate the students and to get feedback from the students the tutor asks questions intensively. After a time there are students who begin to ask questions but sometimes the tutor does not directly gives the answer. He rather assigns the students to do some exercises in pronunciation, structure, etc. As studying English needs doing exercises, the tutor's questions are given in reference to giving a chance to the students to do some exercises. And so in the tutorial process in the Mathematics class does

not differ much from that of English. However, in the Mathematics class, it is more lively because of many questions are asked by students. The following is the comparison between English and Mathematics classes :

	English	Mathematics
The tutor asks	34.8	15.1
The tutor answers/explains	50.7	62.6
The tutor assigns	10	4.6

Obviously the tutor of the English language is more active in asking questions and in explaining. On the other hand the tutor in mathematics is more active in answering the students' questions. The students are more active in comparison with that in English. The students' questions are considered good since almost all the questions are about the module and only very few students ask about non-academic problems, the procedures, etc.

The tutorial activity on mathematics is more lively than the English one because the students of mathematics seem to have prepared beforehand; they ask many questions. This makes it easier for the tutor to start tutoring as he knows the weakness of the students.

There are interesting points that need to be studied further concerning the tutorial activity on Mathematics: why are there more students who like to ask questions so that the class become lively ? Actually the questions asked are not conceptional ones. From the so many questions asked, all of them are just simple questions such as :

- Why is problem no. 3 difficult ?
- Why is the line drawn up to the top not drawn to one side?
- What is the answer of problem no.7, it is not in the key.
- etc., which according to Brown (1975) those questions do not belong to the "higher order cognitive questions".

There is a tendency that the students of the English department are hesitating in asking questions. The students are afraid to make mistakes in pronunciation as well as in sentence pattern, thus they

keep the questions to themselves. Actually these students like to ask questions, only they are afraid to make mistakes. There is evident that the students are more willing to ask written questions. This certainly is time consuming and the questions asked are much more limited in number compared to questions asked orally. This again is the reason why the tutorial activity on Mathematics is much more lively.

Furthermore, in Mathematics class the students are not afraid in asking questions, as the questions are in the Indonesian language. On the contrary, in English class the students have to compose the questions in English. The lack of questions asked by the students causes the classroom climate is not motivating. And the tutor has no chance to clarify the concept of the material, of which the students do not understand. Consequently, the tutoring activities in English class is more tutor oriented.

c. The intelligibility of the tutor's explanation

Most tutors involved in tutorials are senior ones, implying that they have taught for a long time and that they are tutors in accordance with their specialization. They explain clearly and their examples are also relevant. Seldom are there students who ask the same questions twice or ask the tutor to repeat his explanation because it is still not clear. But from interviewing the students, they say that some tutors explain clearly and some others not. This might be true because the observer is not able to observe the entire tutorial activities. There might be other tutors of mathematics or English that are considered not competent enough by the students but are not observed.

But in general, the available tutors are good and fulfil the requirements.

5.6 Some comments on the tutorial system and the face-to-face lecture system

The difference of UT and conventional universities is on the presentation of the material. In UT the material is presented through a module, in other universities the material is presented through a face-to-face lecture.

As said before the tutorial activity functions as service to the students to overcome of difficulties in learning. It is expected that the students have read the materials before coming to the meeting. The tutorial activity does not function more than a forum of communication and discussion in order to clarify the part of the material which is not understood or to solve several problems that the students are facing and not able to tackle themselves. For conventional universities, a lecture is a forum of presenting material. The students do not know about the material, that's why they have to follow the lecture, and make notes if they think it is necessary.

If this recorded note is compared to the module then the difference will be clear. The procedure of learning of UT students is that they have to read the module first. The material is systematically organized and in the tutorial activity that material will be discussed and then studied again. The UT students study a unified material which is called a module. The students of conventional universities do not read the material first because they do not have any materials. Through face-to-face lecture a student gets the material from what he has recorded, and he can read it again at home. He can not study the material in a unified form as it depends on the lecture. In this respect the UT students are one step further than students of conventional universities. Now a question arises : Why do some people think that the lecture system is more effective than the module, whereas the system in UT is more advanced? Namely, the material is available, and there is a meeting between the tutor and the students. Thus there is more opportunity for studying as it does not depend on the lectures given.

It is not the intention of the observers to compare UT and conventional universities, but only to have an overall view of the tutorial activities in order to detect the causes of the less

in effectiveness of the meeting. Hence, it is possible to find a way out to make the tutorial meeting more effective. There are basic differences between tutoring and lecturing. The tutorial activity is in the form of discussion. This makes it possible because both the tutor as well as the students have prepared the material beforehand. The discussion can be elaborated into explanation about concepts and its application using examples or exploring new concepts. In lecturing, usually the students listen, take notes and possibly will lead to a discussion, but it will be limited in gaining clarification. The students of the conventional universities are only able to develop the previous concept in the next lecture. Unfortunately, the next session is usually spent on developing new materials.

Briefly, the basic differences between tutoring and lecturing systems are as follows :

Tutoring	Lecturing
1. <u>Based on</u> students questions either written or oral	Based on material which is are going to be presented by a lecturer
2. <u>Strategies used</u> are discussion and question-answer	lecture
3. <u>Material discussed</u> is between two or three modules	uncertain, it depends on the lecturer
4. The students know beforehand the objectives covered in each tutorial	uncertain, depends on the lecturer
5. Students <u>have known/understood</u> material before tutorial meeting	<u>unknown yet</u>
6. <u>Number of tutors</u> in class are sometimes more than one	one person

From the above explanation one may conclude that tutoring should be more effective than lecturing, if its concepts are adequately implemented.

However, there is a main reason why it is not effective, that is, students do not have good preparation before coming to tutorial. Consequently the activity does not run as it should be. One cannot see the function of assisting the students because at longer last the tutorial process is just the same as lecturing.

The above description concerns the process of tutorial activity conducted by UT. In addition to this other tutorial activities will be discussed, i.e. the tutorial activities conducted by the students or private institution; both of which in this report will be named extra tutorial.

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CHAPTER VI

EXTRA TUTORIAL

* A tutorial, as it is mentioned many times in the previous chapters, is a part of the support system of the Open University, aimed at helping UT students who need it in order that they can adapt themselves to the Distance Educational System (DES) especially in understanding the printed material or "modules".

Concerning tutorials, the UT headquarters only provides a general guideline; the Regional Units are free to apply any tutorial approach suitable to each respective situation and condition.

From the results of the visit in several Regional Units such as Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru, and Bandar Lampung it is obvious that there are some variations in the approaches used for tutorials in the Regional Units.

At the Regional Units besides the positive attitudes toward tutorial services, there are also the negative ones. Among those negative attitudes is the dissatisfaction of the students concerning the service they have got from tutorials which are organized by the Regional Units. They feel that they "do not get enough" to overcome problems which they face in mastering the modules.

This situation of "not getting enough" generally encourages them to find other forms of services which they consider better than the tutorial given by the Regional Units, or at least they try to find a service that may increase, reinforce and complement to the tutorial services from those Regional Units. Referring to that fact, an extra tutorial programs (additional tutorials) can be translated as a form of tutorial program which is attended by students, other than the tutorials held by the Regional Units.

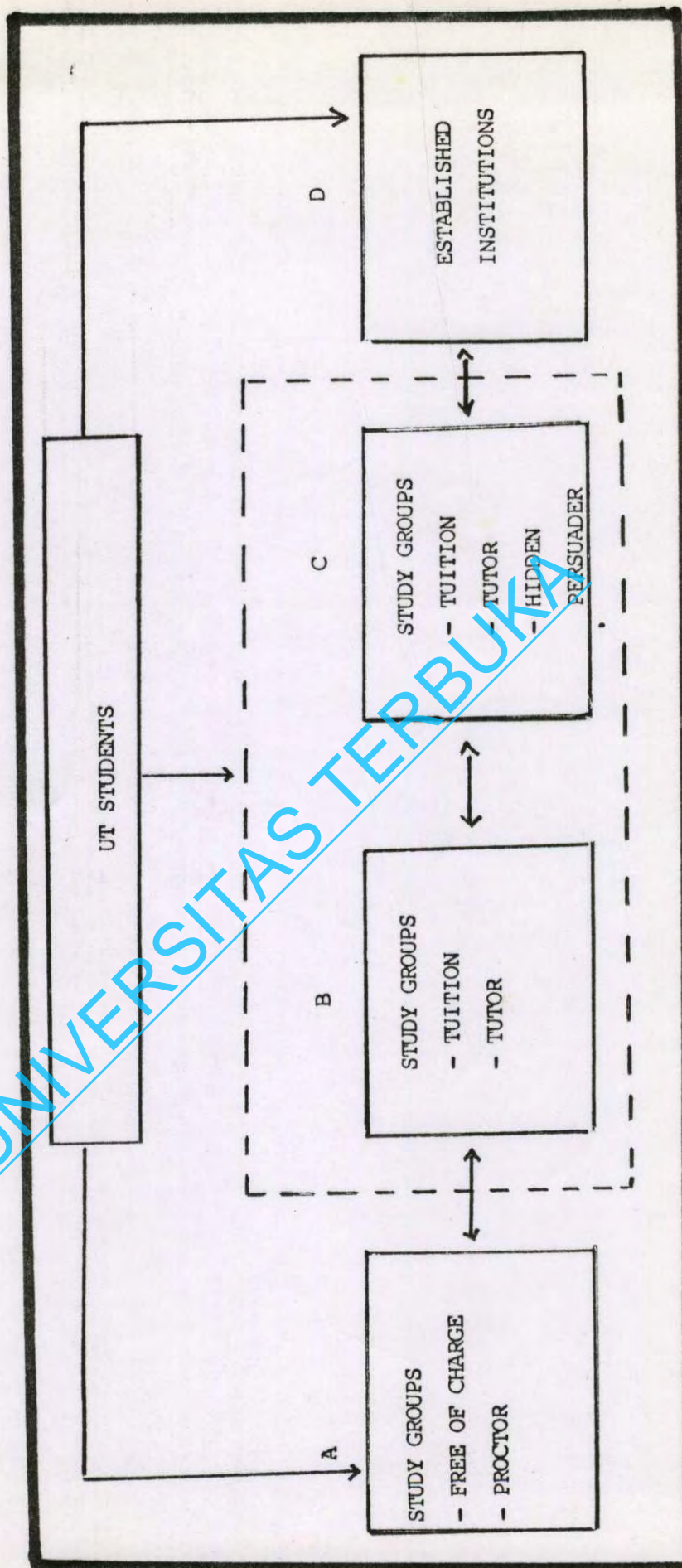
6.1 Types of Extra Tutorial

From the study preliminary tutorial carried out in Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru and Bandar Lampung, a type of extra tutorial can be inferred as seen in diagram 1.

Diagram 1
Types of Extra Tutorial

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DIAGRAM
TYPES OF EXTRA TUTORIAL



Type A; The study group of pure UT students, free of charge, the students act as proctors; there are not many of this type.

Type B; The study group of UT students, each student pays a fee, call in a tutor; this type is dominant.

Type C; The study group of UT students, each student pays a fee, call in a tutor and there is a promotor behind all this activity (Hidden Persuader). Generally, this Hidden Persuader is a tutor; there are only a few of this type.

Type D; The extra tutorial which is managed by an established educational institution. When UT began its operation, this type is popular enough, but now there almost no UT students involved.

6.2 Extra Tutorial Distribution

From the questionnaires and interviews the following information is obtained. The distribution of extra tutorials at the Regional Units are as follows :

Type A; Found at the Regional Units of Yogyakarta, Surabaya, Manado, Samarinda, Pekanbaru and Bandar Lampung; the number is small. This type tends to change into type B when the semester examination is approaching.

Type B; Found at the Regional Units of Yogyakarta, Surabaya, Manado, Samarinda, and Bandar Lampung; the number of this type is the most dominant one in all the Regional Units above.

Type C; Found at the Regional Units of Yogyakarta, Surabaya, Manado, and Bandar Lampung, the number of this type is very small.

Type D; Found at the Regional Units of Yogyakarta, Surabaya, Manado, and Bandar Lampung, this type has become less and less popular.

6.3 The Management of Extra Tutorial

The Management of Extra Tutorial, especially extra tutorial Type A and Type B, is worked out by the students themselves. They choose one or more than one classmates to manage the learning activities. Generally, those whom they have chosen as manager is a senior student who has a position in one or other offices. In this way it is hoped that the chosen manager is able to provide some facilities for his study group, such as room where learning group activities take place.

The manager for extra tutorial Type C is chosen the same way as the manager for extra tutorial Type B. The difference is that with the extra tutorial Type C there is someone behind the screen or a hidden persuader who acts as a decision maker. This one is usually a tutor of the Regional Units.

Extra tutorial Type D is managed by established "Educational Institute". It is managed professionally by somebody who is not involved directly in the Regional Unit.

Extra tutorial Type A is free of charge, but each member in the group voluntarily contributes some indefinite amount of money of which the fund is used for buying food during the group meetings. On the other hand, in extra tutorial Types B and C each member has to pay a definite amount, around Rp. 2,500 - Rp. 5,000 per subject. The contribution from each member is used for : the fee of the tutor who is invited to give tutorials, the rent of a room to meet together for the group who is in need of a room, electricity for the group who is in need of electricity, etc. This variation in payment is caused by the different number of students in each group. The more members there are in each group, the lower the expenditure of each member is, and the more facilities are provided by managers, the lower the participants

should pay. Nevertheless each member generally does not spend less than Rp. 2,500. Whereas each participant of extra tutorial Type D has to spend around Rp. 5,000 - Rp. 7,500. The fee each participant has to pay is also related to the number of subjects attended by each of them. If a participant attends more than 1 or 2 subjects, he is given a reduction around 10% - 20% of the fee he should pay. The tutors at an extra tutorial generally come from the respective universities. Besides, the tutors in several study groups are senior high school teachers or senior students of higher education in line with their field of study.

6.4 The Characteristics of the Students of Extra Tutorial

Participants of extra tutorial Types A, B, C, and D consist of males and females. In extra tutorial Types A and D, the age of the participants are between 19-23 years and they are generally full time students; they do not work and are not married. The age of participants of Types B and C, are between 20-50 years, are generally married and work with an average income between Rp. 70,000 - Rp. 200,000 per month.

The educational background of the extra tutorial participants are as follows: most of them (66.6%) are general high school graduates, 8.3% are from vocational high schools, 16.6% have got Diploma II and PGSLP and 8.3% have got a Bachelor Degree or their equivalents. About 71% of them occasionally read articles about UT in journals or newspapers, 19.5% rarely read articles about UT and 9.5% never read articles about UT.

6.5 Motivation

There are various reasons motivating the UT's students to become participants of the extra tutorial program. Most of them (66.6%) attend the extra tutorial program because they are not satisfied with the tutorials given by the Regional Unit. Their complaints are : the

schedule which does not coincide with the student's spare time, the long distance they have to cover to arrive at the tutorial places, the tutors that are considered less qualified, the system of presentation is monotonous, the time of the tutorial meetings is considered too short, and the situation of the tutorial class is not enjoyable. In addition to that about 20% of the students who attend the extra tutorial meetings are due to their incapability to learn individually, 6.8% of them want to reinforce the results of the tutorial they have got from the Regional Units as well as their individual study, and 6.6% to enrich their knowledge.

6.6 Conducting the Extra Tutorial Program

The conducting of the extra tutorial programs Types A, B, C, and D is generally done in the afternoons or at nights during work days. Especially on Sundays, extra tutorials are conducted in the morning, till late afternoon. This activity varies between 2-4 times in a week, depending on the amount of material discussed or learned by the participants. Generally in the face-to-face meetings among the participants and the tutors or proctors the following items are discussed : the material in the module consisting of the description and examples, exercises and the formative test. Apart from that the take-home-tests and the previous unit tests are also discussed.

Actually, this extra tutorial activity does not differ much from the formal tutorial which is organized by the Regional Units. The difference is perhaps in the method of presentation; in the extra tutorial meetings, the tutor does not depend on the questions asked by the students or on the readiness of the students. If it is necessary he will present the material by lecturing it to the participants in details. This is perhaps one of the reasons why the students are more interested in attending the extra tutorial meetings in comparison with the formal tutorial meetings organized by the Regional Units. In the latter, it is organized by the Regional Units, the tutor is only

answering the students' questions, though not all students are capable in asking questions. This difficulties in producing questions perhaps because they have not read the module yet or because of individual problems. Even if there is one who is able to ask questions, he may not get his turn because of the great number of participants. Furthermore, the number of participants which is not too large, the extra tutorial meetings caused them to know each other more intimately which enables them to discuss and ask more freely compared to the situation in the tutorial held by the Regional Units.

Of the extra tutorial programs, there are some which distribute hand-outs containing some important concepts or points of the material learned, and even questions-and-answers of the previous test/examination problems are also given to participants. This is also one of the reasons that encourages UT's students to participate in the extra tutorial meetings.

In general, the extra tutorial participants successfully pass their examination in semester I and II. The success achieved by these students spread quickly among them and at the same time it becomes an advertisement for that extra tutorial program to invite more participants.

A more complete report about the extra tutorial program is found in Zainul Ittihad Amin et al. (1985)

CHAPTER VII

COMMENTS AND SUGGESTIONS

The following description is focussed on comments and suggestions generated from the Regional Unit staffs, tutors, and students.

7.1. From the Regional Unit Managers Point of view

The Heads and staffs of 6 Regional Units gave various comments and suggestions due to the local conditions. These are their comments and suggestions:

1. Administration and staffs

In relation to the extending of the Regional Units, more personnel is needed. Lampung has decided that each region has to recruit at least 2 local employees. The addition is not only due to the extension but also because of the raise of the total of the students to be served in the future. Samarinda also announced the lack of employees especially at registration, tutorial and semester examination seasons, so that they had to pay extras.

As it is then, the management, especially in Samarinda expresses the hope:

1. that a manual about the activities of expansion, i.e. in the matter of staffs, jobs, facilities, and operational budget, and;
2. a manual about over time payment should be provided by UT headquarters.

Also in accordance with interviews of administration staff in Samarinda, improvement in quality is ultimate. For this purpose, they suggested that UT hopefully will organize a training/up grading for the administration staff, especially about how to serve the students. This is necessary to widen their outlook and skills.

b. Tutor Recruitment

Generally no difficulty is faced in case of recruiting tutors as local universities provide candidates. Comments come from Yogyakarta, stating that the recruitment of experienced tutor for Specific subjects (MKDK) is more difficult than for General subjects (MKDU). This is because the specific subjects tutors are very busy teaching in other places. Other comments come from Lampung in relation to tutorials held in the outskirts. Although problems are unavailable, it will be tried to look for tutors in the mentioned regency. For certain subjects for which tutors are difficult to be found in the regency, tutors from Regional Unit in the province capital will be recruited.

c. Up Grading/Orientation for Tutors

No comments are casted by almost all Regional Units concerning upgradings for tutors. Comments and complaints come only from Samarinda. They suggested that orientations for tutors are in the form of meetings between the management and tutors. It is sufficient to hold the meeting for 2 hours and to discuss the main objectives of the tutors and their roles. Whereas about upgradings for tutors through the satellite (Sisdiksat) as done so far, there is an indication of dissatisfaction/boredom among the tutors because sometimes unnecessary information are given by the trainers/module writers. It will be more useful if it is filled with discussions among Regional Units about tutorial materials and how to conduct tutorials.

d. Learning Material

What is meant by learning material here are modules and cassettes. It seemed that there is difficulty in sending the materials from Jakarta. The regions suggested that modules and cassettes sent to Regional Units should be checked carefully first. Each pack of modules is to have specifications so as to ease the distribution to students. Mistakes and delays are hopefully avoided. In Surabaya for example, cassettes for semester I are still being sent in semester II, which of course is a waste.

e. Tutorials

All Regional Units are of the same opinion that tutorials in the region are smooth and according to the schedule. Tutorial spread of time arranged by UT is excellent as the Regional Units can arrange their schedules in accordance with the local conditions. Tutorial last usually for not less than 2 hours.

Tutorial days vary, sometimes they are held for several days, but there are also which held it on one day, i.e. on Sunday.

In Lampung, at first it was held on working days, then it is changed and held on Sunday, hoping that more students would be present. But in reality there is no change. It seems that the decline of students attendance in tutorials happens everywhere. In Surabaya, for example, attendance is even less than 25%. This is perhaps caused by their failure in the previous final examination in semester I. Whereas, actually as it is put forward by the management, these tutorials are very useful as they encourage and help the students in studying their module. Tutorials give also the chance and place for meeting each other i.e. either with other students or with tutors and to know each other and also to discuss every problem. Yet, as expressed by Samarinda, the tutors are especially to help students in their academic problems. No other

information available from UT concerning the task of a tutor.

Manado suggested that to smoothen the tutorials the tutors be upgraded so as to increase the quality of the tutors themselves. This is certainly necessary so as to avoid favourite tutors as is the case in Surabaya. This indication is unavoidable although the management have already done their best forming fixed parallel classes, so that each student has a permanent class. But after signing the attendance list, they move to the other class according to them has a better and more interesting tutor. Another factor which needs further thinking according to Samarinda is the assistant tutor. This system is to be developed so as to give them experience in teaching. The assistant is to coordinate and guide the study groups under the tutor's control. For that, the UT had better outline criterias as who to appoint assistant tutor.

7.2. From Tutors Point of view

Much information is forwarded by tutors from the 6 Regional Units. Their comments and tone are similar with each other. The problems are as follows:

a. Regional Unit/UT services

1. The tutor selections by the Regional Units are not considered representative yet. So it is necessary to hold a meeting between the management and tutors to discuss all problems so that everything is "clear".
2. The tutorial schedules as arranged by the management are not consulted with the tutors, as what happened in Surabaya; so sometimes it interferes their daily-activities which have been scheduled before. This tutorial schedule, according to tutors, is received very late by the students.

3. In relation to UT student academic quality improvement, the tutors in Surabaya suggest that starting from the tutorials in semester V academic advisors should be appointed. They also suggest to provide a resume for tutors from the module writer concerning important materials which are to be mastered by the students so that it constitutes uniformity among the tutors of the same subjects.
4. It is seriously requested that modules for the tutors can be accepted far before the tutorial time, in order to be studied in advance, so as not to dissapoint the students. This serious incident as happened in Yogyakarta and Samarinda where modules for tutor were received later than for the students, is not to happen again. In order not to dissapoint the students, the tutor copied the module.

b. Learning Material

The module material is too compact and difficult to be covered by the students in one semester, especially mathematics. The teaching material is too short, and therefore hard to be understood. Misprints in modules still happen without being corrected. Free translations from a foreign language are not consistent and so becomes difficult. Problem samples are usually easy, but the test itself is very difficult.

The references as mentioned in the modules are not available in the region. Yet, it is a pleasure that UT's modules are used also in other state and private universities, so it makes the UT's students feel proud and self-confident.

c. Tutorials

1. Students attendance in tutorials generally decreases. The tutors in Yogyakarta estimated that students attendance is less than 40%, and in Surabaya even only 10% - 20%.

This decrease, according to the tutor's prediction is because of

- decrease in learning discipline;
- the chance to attend tutorial is very difficult to get because of various hinderances such as family problems and jobs;
- they are far from tutorial centers;
- the students feel no need to follow tutorials as they consider the module is clear enough.

2. It seems that in regionals where tutorials are held in one day, the students find it very hard and exhausting. Imagine, they have to cover and study the material for 5 subjects in one day, starting from morning until late in the afternoon. Especially when the tutorial is held on Sundays.

Obviously the tutors also object if Sunday is used for tutorial, because it is a day off and a day for the family. On the other side, there are also tutors, e.g. in Samarinda who want to hold tutorials as many times as there are modules. The reason is because the material is very much and on the request of the students themselves.

3. During the tutorials, some tutors complained because the Regional Units were not able to provide some teaching aids, such as OHP and sound systems.
4. Almost all tutors complain about the dissatisfactory conditions of the UT's students. According to their observation, the condition of most of those students are as follows:
 - They are not ready for tutorials. They seemed not to have

learned the module at home in advance. They attend the tutorials, but they do not ask questions arise when learning at home, but they hope to get complete explanations from the tutors as in usual lectures. The tutors are therefore very busy. In addition to it, the various educational background and lack of basic knowledge on the materials have unabled then to finish discussing the materials in the module on time. It is becoming worse if the tutors have to explains the materials in details to meet the students' desire.

- Most students have less initiative for asking questions as required by in the tutorial system of the UT. Hardly ever are there written questions which are prepared before at home. If they ask questions in class, they often deviate from the module.

Another factor brought forward by the tutors in relation with UT students is about students' condition outside tutorial activities. The tutors think that UT's students:

- do not know exactly about the Credit System of the UT yet. Apparently the written information from UT has not been fully understood or the instruction is not clear enough;
- are not capable to learn by themselves yet or even they do not know the real purpose of self instructional study,
- cannot arrange their time for studying and working in a proper schedule. So the modules are rarely read and studied. The initiative to learn in groups and discussions with classmates does not come to their mind. Group Study are always suggested by Regional Units but are not carried out. The tutors from Surabaya consider that study groups are running well so that there is no need for extra tutorials. In these study groups either a tutor from Regional Unit is present or an outsider. The students collect money to pay the tutor.

- Do very limited exercises.
When they are doing exercises they expect too much from others' help.
- Communication among students and between students and tutors outside the class, is done very rarely. Actually there are many tutors who are willing to give guidance to students outside the tutorial time.
- It often happens that students change their study programs because they do not get a clear insight about the curriculum/subjects.

d. Test and Examination

Especially tutors in Surabaya express their hope that UT provide them with a key sheet for the take-home-test and the final examination. This is very useful as material a feed back explanation to students and preventing a misunderstanding towards the of problems which the answer are often open for arguments. By doing so, unsatisfactory results can be avoided.

e. Improvement of the quality of tutors

To improve the quality of the tutorial, tutors then consider it necessary to hold a tutors' training, either through satellite (SISDIKSAT) or face-to-face meetings. The training need not be long; 2 - 3 days will be satisfactory. The training should cover the material of the subjects and is suggested through SISDIKSAT as the case now. Whereas other materials are done in face-to-face meetings or discussion/seminars to exchange information/opinions. The materials which need to be discussed in the meeting/training, are:

1. the tutor's role as facilitator and guide;
2. the effective and efficient tutorial know how;
3. the tutor's job manual;
4. conveying/presenting techniques;

5. the way to motivate students to study their modules;
6. the problem solving skills;
7. the teaching skills;
8. the way to lead discussions;
9. the teaching methodology;
10. the way to mark/evaluate;
11. the way to use teaching aids and computers;
12. the use of media;
13. new information from UT headquarters for tutorial material;
14. the mastering of module material;
15. guidance for tutors.

A meeting among tutors who give tutorials for the same subjects so as to share information and comprises uniformity of the material is found necessary to be held. This kind of meeting can be held locally in one region and can also be held according to tutors in Samarinda, a meeting between tutors and module writers in a direct face-to-face meeting to discuss the modules. It stands to reason that activities or meetings/trainings which involve so many Regional Units, should be coordinated by UT headquarters.

7.3. From the Students point of view

Comments from the students are generally focused on Regional Units/UT services, material, tutor and tutorials.

a. UPBJJ/UT service

Tutorials held by UPBJJ are considered satisfactory. However, there is one drawback i.e. the tutorial schedule, for them who come from the outskirts, attending the tutorials would be difficult if the announcement comes all of a sudden. It is suggested that UPBJJ can make use of the existing media such as

Radio Republic Indonesia (RRI) to announce the information throughout Indonesia.

The students also complained that the Regional Unit/the UT are incapable to supply teaching aids for the tutors such as OHP, maps, slide, etc. So it is very difficult for the students to understand the material explained by tutors. The most serious thing, as expressed by students from Pekanbaru is that there are no chalk and erasers available. Besides that reference book which can be aids to understand the module better, is hard to obtain. Not only in small cities, but also in a big city of Yogyakarta, according to them, is not available either. These reference is very important to students, so they suggested that UT provides the Regional Units with libraries. In the first Stage it can be done step-by-step, there is no need to have an extended one. The students in Samarinda and Bandar Lampung warmly welcome the idea that the UT plans to open branches in some regencies. So it is not necessary for them to go and forth to Regional Unit in the capital of the province, so they need not waste their time and money. It is also suggested that the extension of the centers be determined in accordance with the number of students. Tutorial through RRI/TVRI/Radio non-RRI is suggested not to occur during office hours but at a leisure time according to local situation and location. Seniors who are experts are preferable for their tutors.

b. Learning Material

Generally, the modules are received by students in time before tutorial, except in Manado which causes very limited time to study them beforehand. The received modules are complete and in a good condition. However in Yogyakarta, some students complain that there are so many pages missing, Mathematics for example about 50 pages are missing. They suggest that UT in Jakarta re-examines the modules carefully before distribution. Beside examining carefully the order of pages, the number of pages, number of modules, etc.

they also have to examine mis-prints etc., so that the students are sure enough concerning the modules. The other complaint which refers to module, is expressed by students from Manado and Pekanbaru. They said that the material is too compact and hard to be understood. So if possible, those modules should be revised, and adapted to the level of students' skills. Besides list of correction is also missing. Only students from Yogyakarta made suggestions about the cassettes. Two comments have been brought forward i.e. the cassettes are of little value because they are only reviews of what's in the modules. They suggested that these cassettes give additional information or explanation and therefore be an elaboration of the modules. On the contrary other students prefer that the cassettes filled the material of the modules so that there's no need to read the modules instead they can just listen to the cassettes at any time they want. According to them the English on the cassettes is difficult to follow as it's too quickly and not systematic. In the Mathematics module, there are some terms which can not be understood because there's no explanation at all, e.g. sigma, delta etc.

c. Tutors and Tutorials

Students confess that their attendance in tutorial decreases. This is, according to them, they always receive the announcements very late or less guidance from the Regional Unit to arise their learning motivation. Another reason as forwarded especially by student from Yogyakarta and Samarinda, is because no attendance list is circulated. However, there's also the reason that the module is considered very clear, so it is not difficult for the students, and therefore it is not necessary to attend tutorials. Yet, tutorial is actually needed because it is valuable. The tutors are senior lecturers who present the material very well and interesting. This comment comes from Manado, despite no teaching aids are used. The same comment comes from students from Pekanbaru

and Surabaya, and so favourite tutors exist. But it is regretted that tutorials are too short, as in Yogyakarta where it is 1.5 hours only, therefore the explanation is not in full swing and effecting the results of course. So, students from Yogyakarta, Manado and Samarinda actually suggested that tutorials are held more frequently, e.g. once a month. Considering that a lot of students work, so the chance for studying or reading the modules is very limited. Thus, they come to the tutorial centers without preparation at all and they only wait as what the tutors are going to explain. Most of the students are passive, so the tutorial becomes boring and dead. They dare not ask questions, because they

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do not know what to ask. Worse is, according to students from Yogyakarta, tutors were just only waiting for student's questions. If there are no questions anymore, although time is still available, they go home. It would be wonderful if the tutors do not only to answer students' questions, but also explain the material which should be understood by students. Besides that, especially students from Yogyakarta and Pekanbaru are of the same opinion, that the tutorials will be better with team tutoring for the following reasons:

- it's very valuable and vivid;
- all the questions of the students can be discussed;
- the tutors are not too exhausted because they do it in turn;
- there is a reserve if the other tutor is not able to come.

There are two interesting opinions about the number of tutorial days. From Yogyakarta the students put forward that tutorials taking the whole Sunday make them feel very busy, exhausted, and they find it difficult to concentrate. If at that day they are not able to be present, they've got no other chance for attending. It is suggested that the tutorial be given on two days, so that if for one day a student cannot be present, he still has the other day to

attend the class. However, students from Lampung have a contrary opinion. They said that a whole day tutorial held on Sundays will be nice, because they need not spend a large amount of expense for transportation go and forth to the tutorial place. To students who live far away it is not necessary to sleep in that place like what they usually do.

As for the tutors, the students have the following comments:

1. Before going to the tutorial, they'd better prepare themselves, so that the tutorial can run smoothly and the material can be finished on time. In team tutorials it is desirable that they discuss the material in advance, so that they won't contradict themselves and or each other.
2. The tutors adequately master the material which is to be tutored, especially the senior tutors.
3. A tutorial system should be used in accordance with local situation and condition.
4. In the tutorial, if possible, teaching aids should be used to make the material clear and easier to understand.
5. They should directly tackle the problems which are faced by the students.
6. During the tutorial it is desirable that they are sympathetic, because most students are employees.
7. Besides acting as tutors, it's kindly requested that they give guiding and counselling to the students how to study.

d. Encouraging Factors for students to participate the UT

Briefly, the factors which encourage students to enroll at UT are as follows:

1. Aged and married students still want to study. Especially because they had no chance to become a student of a university. Whereas for the young students, they are encouraged because they are not accepted at other universities or because they did not

- pass the SIPENMARU (the State Entrance Examination).
2. They want to improve their knowledge and experience.
 3. There is the support from their families.
 4. They wish to develop their careers and improve their position.
 5. To get a promotion raise in the least possible time.
 6. In order to change job (one that is better and more interesting).
 7. It is for the benefit of our country development that needs more and more university graduates.

From the factors mentioned above the following three are conspicuous:

- Wishing to learn in order to keep their mind active.
- Developing their career, and
- Learning certain subjects more deeply.

CHAPTER VIII

CONCLUSIONS AND COMMENTS

The last chapter of this study deals with some important research findings which are considered to have some implications on the next research activities, especially the improvement and formulation of UT's policy at present or in the future.

8.1. The background of the birth of UT, in many ways, is similar to that of some foreign Open Universities. One conspicuous aspect that characterizes the Indonesian UT is the explosion of the high school graduates who are highly motivated to enter a university. Though there are people who do not agree with the existence of UT, strong political support or "strong political will" from prominent dignitaries in the government and society, UT has come into being with only nine months of preparation.

The explosion of high school graduates demands that an approach be chosen which accommodate the high school graduates who want to continue their study at UT. As far as we have observed, UT tends to apply a large scale approach, consequently in the future there are may be certain people who will consider UT as an example of industrializing the higher education. Regardless whether or not the issue is right, from now on UT should begin to consider some elements or some network systems which are the characteristics of an industry (read: educational industry), therefore the motto: "producing goods (read: the graduates) with a competitive quality at the lowest cost," might be realized.

8.2. Although the birth of UT is aimed at absorbing the great number of high school graduates who fail SIPENMARU, the fact is that those who are interested in becoming UT students are working people, or the married people (the same case occurs in other open universities in other countries). This is proven by the fact that 1.25% of UT students are recent graduates of senior high schools. Just as the attitude taken by UT toward the tutorial meetings so is UT's attitude towards the high school graduates, "UT has made a great deal of places available

for them, it is up to them (recent graduates of high school) whether they would like to make use of them or not."

This kind of attitude, maybe, is most appropriate because the Distance Learning System (DLS) philosophy is to give the students as much freedom and autonomy as possible. However, it should be noted that freedom and autonomy should be given after the students are given enough information concerning everything about UT and its prospects. Thus, whatever they choose or decide, the decision should be done consciously supported by sufficient information. Referring to the philosophy of giving freedom, the experiences of Daniel and Marquis (1979) may be taken into consideration though it is in the context of drop out and non completion rate: "Nevertheless the drop out, or non completion rate, with such free approach is usually horrendous (over 50%) if the students are humans rather than angels".

This far UT has given the students sufficient information; among others through booklets, newspapers, radios, televisions, and other means of communication. But it is still unknown to us whether the given information can prepare the students, the prospective UT students and the society to make their own decision and to make their correct choice.

8.3. The importance of face to face tutorial has been widely explained since the beginning of the existence of UT. The Secretary of the Vice President himself, at the beginning that UT is in operation, visited several Regional Units. One of his suggestions is to make the face to face tutorial as one of the supporting service systems for UT students which should be handled seriously and carefully. This fact is based on the consideration that our students are not used to the didactic communication which is "non contiguous." On the other hand, the UT coordinators for academic and administrative matters have foreseen the difficulty of providing face to face tutorials for such a great number of UT students who are found everywhere throughout Indonesia. Communication and transportation which do not run smoothly, the insufficient number of available lecturers who are becoming tutors,

the inadequate rooms and facilities for tutorial meetings, and moreover the characteristics of the students who are mostly partly employees and partly housewives, are assumed to be the constraints for conducting the face to face tutorial meetings.

There are two things worth to be mentioned after the tutorials conducted for three semesters. First, all the Regional Units which are taken as samples in this observation are able to conduct the tutorial without any significant difficulties. However, in relation to the increasing number of students from year to year and the addition of new departments, several Rectors who manage the Regional Units began to voice their worries. The increasing number of students implies that the number of rooms used for tutorial meetings, the facilities, and the tutors will also be greater. And the further implication is that too much time and energy of the lecturers and staffs of the respective universities or institutes are spent for the sake of the Regional Units of the Universitas Terbuka. Second, the drastic decreased in the number of students who attend the tutorial meeting.

This second fact draws the immediate attention of the coordinators for academic affairs of UT, and even that of the Director General of Higher Education himself. One of the practical interpretations for the drastic decrease in the number of students in the tutorial meetings might be that those students do not need any tutorials. Therefore it does not have any effect if the tutorial meetings are dissolved. Nevertheless, we need to be careful about the above interpretations. The drastic decrease in the number of students attending the tutorials can not always be interpreted as mentioned above. Another research by the UT Center for Research and Public Service reveals the students' opinions concerning the decrease in the number of students. The working students complain that they are either too tired to attend the tutorials because the routine jobs they have in the office demands too much of their energy, or they are on business duties somewhere else on the day of the tutorial meetings. In addition the students point out several weaknesses in the tutorial program as follows: the approach used in the

tutorial meetings is monotonous and boring, that tutors are not active, and not well prepared, the modules arrive too late, and the tutors do not master the materials being discussed. Other students are of the opinions that they do not get any benefits from the tutorial meetings, furthermore in general the materials of the modules are never completely discussed during such meetings. Other complaints are among others: long distance they have to cover to get to the tutorial centers, the expensive transportation fare, and the difficulty in getting transportation to reach the tutorial centers. Based on the data obtained from the students, there is an indication that the more students will attend the tutorial if the quality of the tutorial is improved, and the distribution of the tutorial locations is accommodated to the students residence.

The tentative result the above mentioned study (1985) indicates that only 16% of the students who are taken as samples "agree" if the tutorial meetings are dissolved, 65% of the students "disagree", and the rest (19%) do not give any comment. Furthermore, it is discovered that the students who agree in dissolving the tutorial are those who never attend the face to face tutorial, neither the extra tutorial and nor they belong to any study groups. They are the students whom can be called as the "isolated students". Unfortunately, we do not have any information about the academic achievement of those isolated students.

Suppose that those "isolated students" are the students who failed the last semester examination, dissolving the face to face tutorial is increasing the number of failures, because the students who pass the the examination are those who take advantages of the services given by the UT.

Based on the research review conducted by Holmberg (1982), the face to face tutorial is mainly needed by the younger students. Therefore, he suggests that there is a necessity to combine harmoniously the "contiguous" tutorial with the "non contiguous" tutorial. We need to take this suggestion into consideration as one part of our students belongs to the young generation. The role of the face to face tutorial

should not always be regarded as a didactic communication only, but it should be regarded as a means for social communication in which the socialization process will have a good perception of the student himself, of his friends, and of UT. The realization of the positive ideas to set up study groups might be due to the students interaction during the face to face tutorial activities.

8.4. It has been expected that there is a variation in the planning and the carrying out of the tutorials conducted by the Regional Units because of the full autonomy given by the UT headquarters to the Regional Units in deciding what kind of tutorial approach they are going to apply as long as it is appropriate in view of their situations and conditions respectively. The potential of the universities/institutes that support the regional Units, perhaps, can be used as an indirect barometer to measure the intensity of the support. The greater and the stronger the potential of the universities/institutes who have become supporters are, the greater the chance of the UT Regional Units have to get more tutors, rooms, and other facilities. The big universities/institutes who have become supporters for the Regional Units are all located in Java. Consequently, there is a greater chance for the UT Regional Units located in Java to get access to the available mass media in Java. May that be the reason that in semester one the good grades are obtained by students of the Regional Units in Java. How far the truth of the above statement or "claim" is verified, in the correlational study which is now being carried out.

The widespread location of the students and the great distance of each location from the respective Regional Units is fully faced by the students outside Java. The greater the distance is to cover to reach the Regional Unit, the more spread out and the smaller in number the students are, with the consequence that it is more difficult to set up a study group. In such situation, a dialog between the Regional Units and the students almost never happens. The students completely depend on the modules. The difficulties in learning, automatically, is greater if the characteristics of the learning material demand an abstract,

symbolic, analitic, and synthetic thinking process such as in mathematics and statistics. It can be expected that the wastage rate either in the form of absenteeism, in the number of the dropouts, in the number of the non registered students, or in the number of unsuccessful would be very high with students who are spread out far off from the Regional Units. Our records seem to support these tendencies.

Distance Learning System according to Holmberg (1982) is a function of dialog and structure. The more structured the material is, i.e. in line with the principles and characteristics of a "Self instructional materials" the more possibility there is to lessen the dialog. This premise is highly relevant for UT, hence UT has to pay full attention on constructing and developing structured learning materials to prove the widely spread students who are a great distance away from the Regional Units and thus not possible to be supported through dialogs. During the survey on tutorialship some information was obtained, namely complaints from the students as well as from the tutors concerning the quality of the modules developed by UT. This fact indicates that up to the present time the modules being distributed are not fully structured yet and are not in line with the requirements demanded from a self instructional material. The further implication is UT has to take systematic measures to improve the quality of her modules.

8.5. What a tutor should do, from the beginning on, has become a topic of discussion in UT. That a tutor is neither a teacher nor a lecturer is not a matter of concern anymore. What matters is what a tutor should do that makes him different from a lecturer. This question is always asked by the Regional Units as well as by the tutors. In fact, UT has prepared a set of written materials or guidelines stating what a tutor should do. These materials are to be used in the upgrading course for tutors.

However, considering the situation and the condition of the Regional Units as well as the tutors, it is finally decided that the main role of a tutor is: "answering the students' questions that are related to

the learning materials that the students have studied." It is up to the Regional Unit or the tutor to translate those learning materials into the tutorial process. In reality, the tutor's role which seems to be very simple, is not as smooth as it is expected. The main problem arises mainly from the students themselves. It should be noted that it has been suggested the students to prepare a list of written questions. These questions should be sent to the Regional Unit before the tutorial meeting in order to give the tutor a chance to prepare the answers as well as possible. But, what happened? Not many students have done it. Gradually, the written questions which should be prepared at home are prepared in class, and finally the students only ask the questions orally. The oral questions are not asked intensively, accordingly the didactic communication tends to become a one way communication i.e. a tutor oriented communication. The source of this problem is perhaps because the students are not ready themselves. Approaching the tutorial meeting the students have not read the modules thoroughly so that they cannot find any issue which needs to be asked or discussed during that meeting. Even though questions are raised during the English or Mathematics tutorial meetings as mentioned in Chapter V, because these questions are not prepared in advance they are "artificial", namely they are not oriented to the instructional objectives which should be mastered by the students (see Cooley and Leinhardt, 1978). One interesting fact that should be put forward is the students' suggestion for the tutor to directly explain the material in the modules without waiting for the questions from the students. This attitude, perhaps indicates that the students of UT are not ready yet to study through the non conventional teaching and learning process.

Other problems that emerge is strongly related with the position of the tutor himself. The tutors, as explained above, are lecturers from the local universities/institutes which are chosen based on their skills. Nevertheless, it does not mean that those tutors have the same opinions with the module writers. On one hand, it is the tutor who are faced by the students, asked by the students, and are asked to give

their opinions or comments, on the other hand, the tutors have to follow the modules and syllabus that cannot be changed, or as Wood (1981:20) said: "immutable syllabus". When the students ask questions or need some explanations from the tutor about the content of the module which is not in accordance with the tutor's concept or point of view, the tutor is then in an uncertain position, because the tutor, usually makes an "excuse" or an argumentation which are not satisfying for the students. This is usually the source of the students' dissatisfactions.

Up to now, it can be concluded that the role of the tutors is only limited to answering the students questions during the tutorial activities. Therefore the tutor's role as suggested in the literature concerning the Distance Learning System, (Coldeway, ?) cannot be carried out yet, 'either as a teacher, an administrator, a counsellor, a facilitator, a motivator, or a record keeper, and many others. Although it seems to be very simple, "answering questions" is not regarded as a simple "teaching behavior". The "clarity" element, the ability to give relevant and interesting "examples" the ability to "identify" or "emphasize" the important elements which should be mastered by the students, and the ability to give "feedback" are not simple elements which can be mastered by a lecturer or a tutor. This is proven from the result of the survey or from the complaints expressed by tutors or students, that the ability to give explanation is not thoroughly mastered by the all tutors. This fact implies that an upgrading course for a number of tutors is needed, especially in the ability and skill in guiding the students.

8.6. One of the prominent characteristics of the Distance Learning Systems is the organization of learning which emphasized an individual study. Simultaneously, it is demanded from the students an attitude of independency. The Distance Learning System does not provide a strict schedule in the learning activities. The students who of the Distance Learning System (DLS) in its ideal term, they study only when they would like to do it and take exams when they are ready for the exams.

They can open their modules many times, or if they want, they can look for other sources for learning. They can do the assignments until they master it thoroughly. They are not always in a situation or physical environment which provide a learning atmosphere. They are relatively isolated therefore their motivation for competing or their adaptation with their group's norms (conformity, imitation, self identification), or in short, all the elements of power to develop the internal and external motivation are not as firm as in learning through the conventional system. The feedback element (see Kulhavy, 1977) from the teacher to student is one of the important elements in the teaching and learning system which is almost always delayed or often cannot be done entirely in DLS. The type and process of communication is emphasized on the "impersonal" communication. As a replacement, the students who apply the Distance Learning System are given printed and non printed learning materials.

Thus, the motivation factor in the teaching and learning activities which Cropley and Kahl (1983) named as "psychodynamics" which consist of "motivating, steering, and maintaining" elements are acted by a teacher or a lecturer in the conventional system are acted by the students in DLS. The students of the DLS are expected to do everything by themselves. They are expected to be "self starter, self pacer, self evaluator, etc." In such a context the UT students should be able to struggle and endure, a context which is still alien for them to carry on. Whereas our sociologists and anthropologists claimed the Indonesian society is a society which do not have much individuality and sophisticated autonomy elements. The findings of this study indicates that an attitude of independency and autonomy is not fully possessed by the students of UT. These findings may be used as a guideline for the tutorials not to concentrate solely on the content of the modules, but to guide and help the students in order that they can develop their attitudes in accordance with the characteristics of the learning process in UT. From this point of view, the role of the face to face tutorial is still considered to be important.

8.7. The role of the study group shows an encouraging sign. At first sight the result of the survey shows that the students who succeed in the last semester examination are those who have become members of study groups.

Study groups are not only a center to discuss difficulties in learning, but also function as a center for creating a positive "socio emotional" environment which in turns creates a "psychodynamics power" as expressed by Cropley and Kahl. The results of other research (CRPS-UT, 1985) show that there are 40 percent of UT students who are members of study groups. That level of study group participation is very satisfactory as UT has just existed less than two years. Those study groups give a possibility to have a center for developing the students skills which fact should be utilized in maximum by the UT administrators. Sometime in the future, the study groups might gradually replace the role of tutorials. The problem is what and how the UT administrators should do to realize the idea. Up to now, there are no significant efforts from UT and the Regional Units to develop and improve systematically those study groups so they become more effective. Thus, from now on, it should be justified if UT concentrate on the development of those study groups.

8.8. Extra study groups, private lessons, test guidance, whatever other names are used have existed in many big cities long before the birth of UT. Several months after UT is in operation, more and more extra study groups are set up and they offer their services to the UT students through many kinds of mass media such as newspapers, radios, pamphlets, and many others. Unexpectedly, this offer attracts the students only at the beginning, but up to now those advertised extra study groups are not many anymore and they hardly attract the students' interest. This fact does not imply that the UT students do not need any extra tutorials resource person who is an expert in his field. The extra tutorials which they do attend are the extra tutorials organized by study groups that take the initiative to invite a resource person whom they considered fully qualified. It is interesting to be

noted that the resource persons they have invited are generally the tutors from the Regional Units. Even, there is one study group who invites a certain module writer. All the expenses and the considerable fee for the tutor become the responsibility of the members of the study group. This discovery again indicates that how vital the role of the study group as an infrastructure is to maintain the continuity of the DLS. This again indicates how important the supports of the UT Regional Units are to develop such study groups.

8.9. Finally, this exploratory study is not only useful in giving a description about the plan and the application of the tutorials in the Regional Units, but it is also useful in identifying the issues, the "guiding questions", the research questions, and the hypotheses which will be tested in the next research activity. By the time this research report is written, all the research instruments for the next stage (the correlational study) has been tried out, revised, and reconstructed. At this moment data are being collected from the twelve Regional Units which are taken as samples for the correlational study mentioned in Chapter II.

UNIVERSITAS TERBUKA

APPENDIX I

THE PROFILE OF THE UNIVERSITAS TERBUKA INDONESIA

THE PROFILE OF THE UNIVERSITAS TERBUKA INDONESIA

Part I

(a). Origins

The Universitas Terbuka (or UT for short) was established in 1984 on the basis of Presidential Decree No. 41, the year 1984. The aim of its foundation is to increase the absorption on capacity of higher education in order to meet the need for university graduates for the sake of national development. Another purpose of the UT is to provide the opportunity for higher secondary school graduates, both for those who have found employment as well as those who have not, for the old and the young, to obtain education at the tertiary level in the effort to enhance the knowledge and skills which suit their respective talents and interests. First course presented 1984.

(b). Students

In the academic year 1984/1985 the number of the enrolled students were around 50,000, including the students of Non-Education Program. For the academic year 1985/1986 the number of the enrolled students were around 44,000. Those students are comprised of:

1. Senior High School graduates;
2. High School teachers whose qualifications need improving;
3. University lecturers whose qualifications need improving;
4. Professionals and sub-professionals.

(c). Courses

Main programs of courses:

1. The S1 Program leading to Sarjana degree (this Sarjana degree exists between the Bachelor and the Master degree).

The S1 Program is divided into the Non-Education Program and the Education Program. The Non-Education S1 program is designed for the Senior High School graduates, professionals, and sub-professionals, whereas the Educational S1 program is for the

those whose profession is teacher.

2. The Diploma Programs 2 and 3 (D2 and D3) are also designed for High School teachers who want to acquire the Diploma II and the Diploma III qualifications which related to their occupational needs.

Language of instruction for all courses is Indonesian except for the English course. The study load to be completed in a certain program is measured by Semester Credit Unit (or SCU).

(d). Media and Method

Correspondence text is the principal medium of instruction which means that the materials to be learned by the students are delivered through the post office. Television, radio, audio-cassettes are employed in some courses. Face-to-face tutorial is held in order to help students to overcome their difficulties, especially in relation to cognitive matters. Since the face-to-face tutorial is considered as a non-obligatory contiguous communication, the students may or may not attend it.

Part II

(e). Course Creation

Courses are created by a group of module writers who are lecturers from other conventional universities. Under the guidance and supervision of UT professional team on self instructional material, the module writers establish the course structure and syllabus and assign responsibility to specific writers about the materials they composed. The establishment of course structure and syllabus is generally done in a workshop. Based on the decisions of the workshop, the module writers will then develop their module materials.

(f). Production and Distribution: Printed Materials

Editing, designing, and printing of the learning materials are

carried out by the Center for Media Production, Education, Information, and Data Processing. Printed materials are distributed to the students through the post offices. In distributing the printed materials, the Universitas Terbuka cooperates with the public post offices, therefore each student can have his printed materials by going to the appointed post office near his residence.

(g). Production and Distribution: Non-Printed Materials

Television and radio scripts are written by the academic staff with the help of the Ministry of Education and Culture's Center for Communication Technology (PUSTEKKOM). The television program is transmitted at scheduled times by TVRI. The radio program is broadcasted by RRI (Public Radio Station).

Part III

(h). Student Administration

Courses are advertised in mass media, newspapers and television Broadcast (TVRI), or by sending information booklets to Senior High Schools.

There are two kinds of procedure of application and admission, those are:

1. The application and admission of Sarjana (S1) Degree for Non-Educational program, is employed fully by Universitas Terbuka, through post offices and the National University entrance Examination (SIPENMARU).
2. The application and admission of Sarjana (S1) Degree for Education Program, is employed by the Provincial office of Education and Culture.

(i). Support for Student Learning

There are twenty-nine Distance Learning Program Units (UPBJJ) which functionally support the smooth conduct of the principal duty of

the Universitas Terbuka.

They have been established in 1984 and based on provincial universities/IKIPs and thus take advantage of the existing facilities. There are thirty-three sub-units just added in this year (1985).

The Regional Units are expected to offer a number of student services which can not be efficiently or reasonably provided by UT Headquarters alone:

1. Tutorial services are usually held three times for each semester.

2. Examination administration

Module writers together with several senior lecturers who are expert in the subject concerned are involved in developing test or examination items, and the Computer Center is involved in scoring and preparing the results. The Regional Units are involved in administering the tests or examination and sending the answer sheets to the UT Headquarters.

3. Students administration

The Regional Units hold the local registration and all at once become the place for tutorial.

A number of tutors are responsible for the provision of guidance which is needed by students during the teaching learning processes. Tutors are generally lecturers who come from provincial universities or teacher training institutes (IKIPs). However, there are some who come from other institutes such as from Armed Forces.

UT Headquarters is located at Pondok Cabe, Tangerang, West Java, with the facilities among others: a library, audio-visual equipment, computer center, and research center.

(j). Assessment and Examination

There are three kinds of student's examinations:

1. Self-tests. The number varies, depending upon the number of learning activities in one module, marked by student.
2. Homework assignments or as we called take home examination (Test Unit), is held twice: once at the end of Week six covering modules 1-3; and another at the end of Week 12 covering modules 4-6, and marked by computer. The scores count 30 percent of overall grade in course (15 percent for each homework assignment).
3. Examination (Ujian Akhir Semester) - occurs at the end of each semester at Week 20, marked by computer, counts 70 percent of overall grade in course.

Part IV

(k). Government and Administration

Universitas Terbuka, like other Government and Private Universities in all over Indonesian Archipelago, is under the direction and coordination of the Directorate Generale of Higher Education, the Ministry of Education and Culture.

UT is specifically cooperating with the Department of Information and Department of Tourism, Post and Telecommunication.

Various foreign agencies have already provided financial support and technical assistance for UT planning efforts. The Ministry of Education and Culture's center for communication Technology (PUSTEKKOM), has been contracted to produce 250,000 audio-cassettes.

(l). Control

Academic Control

The quality of all materials and academic activities at Universitas Terbuka is straight under the control of the Assistant Rector I, whereas the Center for Research and Public Service -

Universitas Terbuka represents as one unit that gives input to the directing and policy making.

Quality Control

Either the proposals on academic system, administration and registration which have general characteristic, or proposals about curricula and programs which will be developed at UT should firstly be approved by the Directorate Generale of Higher Education. Each faculty or another relevant units will further develop specific plans and actions, under and controlling of the respective Assistant Rectors.

(m) . Resources

Economics

In the first year of establishment, 1984/1985, Universitas Terbuka is allocated as much as Rp. 7 million; and in the second year period, 1985/1986, UT approximately provided to around Rp. 6 million. Another source comes for student's tuition and study materials which must be paid as much as Rp. 53,000 per semester. From those overall budget, about 8 percent is used for program development.

Staff

Universitas Terbuka in its first establishment has about 150 staff; and it is now increased to 350 staff which consists of 133 Senior staff and 18 newly university graduates and the rest are as supporting staff graduated from high schools.

Building

Universitas Terbuka has a new third-floor building with 2,868 square meter in width in an six acres area. Several buildings at the same location will soon be built up, and hence, at the end of 1986, UT will have eight buildings with 11,727 square meter in width.

MAHASISWA UNIVERSITAS TERBUKA MENURUT URAIAN DAN PROGRAM STUDI
THE OPEN UNIVERSITY STUDENTS BY REGIONS AND PROGRAM STUDY

NO.	URAIAN REGIONS	EKONOMI		ADMINISTRASI NEGARA		BUSINESS ADMINISTRATIONS		STATISTIK TERAPAN		JUMLAH TOTAL	PERSENTASE PERCENTAGE
		£	¢	£	¢	£	¢	£	¢		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1	BANDA ACEH	179	31,85	243	43,24	59	10,50	81	14,41	562	1,27
2	MEDAN	530	28,63	707	38,20	309	16,69	305	16,48	1.851	4,20
3	PEKANBARU	261	35,46	250	33,97	125	16,98	100	13,59	736	1,67
4	PADANG	630	35,02	715	39,74	176	9,78	278	15,45	1.799	4,08
5	JAMBI	121	39,29	137	44,18	50	16,23	-	-	308	0,70
6	PALEMBANG	538	35,21	627	41,37	150	9,82	213	13,94	1.528	3,46
7	YONGYULI	123	34,75	152	42,94	31	8,76	48	13,56	354	0,80
8	BANDAR LAMPUNG	414	27,56	699	46,54	136	13,05	193	12,85	1.502	3,40
9	JAKARTA	2.915	29,88	2.996	30,71	1.044	20,95	1.301	18,46	9.756	22,11
10	BOGOR	4	28,57	3	21,43	-	-	7	50,00	14	0,03
11	BAKUNG	1.134	32,65	1.368	30,75	145	12,81	326	23,78	3.473	7,37
12	PURWOKERTO	3	15,00	6	30,00	-	-	11	55,00	20	0,05
13	SEWANG	769	28,92	952	35,80	377	14,18	561	21,10	2.659	6,03
14	YOGYAKARTA	1.345	33,93	1.165	37,82	244	11,92	626	20,32	3.080	6,30
15	SRAGARTA	536	24,49	958	43,76	303	13,84	392	17,91	2.189	4,36
16	YALANG	729	32,76	713	32,34	343	15,42	440	19,78	2.225	5,04
17	SRABAYA	1.202	26,10	1.413	30,68	1.024	22,23	367	20,99	4.606	10,44
18	DENPASAR	400	31,75	561	44,52	115	9,13	134	14,60	1.260	2,86
19	MATARAM	152	33,04	167	36,30	46	10,00	95	20,65	460	1,04
20	PONTIANAK	217	36,72	250	42,30	83	14,04	41	6,94	591	1,34
21	PALANGKARAYA	39	33,91	76	66,09	-	-	-	-	115	0,26
22	BANJARASIN	271	46,32	190	32,48	40	6,84	84	14,36	585	1,33
23	SAWARIDA	184	29,21	168	26,67	140	22,22	138	21,30	630	1,43
24	ULUNG PANDANG	360	38,34	284	30,24	164	17,47	131	13,95	939	2,13
25	PAU	94	37,45	76	30,28	35	13,94	46	18,33	251	0,57
26	KENDARI	143	41,36	148	43,48	33	9,59	20	5,87	341	0,77
27	MAKASSAR	302	36,30	318	37,26	118	13,22	110	13,22	832	1,39
28	KUPANG	173	28,18	322	52,44	63	10,26	56	9,12	614	1,39
29	AMBON	157	39,55	150	37,78	33	8,31	57	14,36	397	0,90
30	JAVAPURA	172	39,30	156	35,37	66	14,37	47	10,66	441	1,00
Jumlah/TOTAL		13.794	31,27	15.662	35,50	6.804	15,42	7.858	17,91	44.118	100,00

UNIVERSITAS TERBUKA

APPENDIX II

TABLE 1 - 15

TABLE 1
NUMBER OF STUDENTS IN 12 REGIONAL UNITS
ACADEMIC YEAR 1984/1985

No.	Regional Units	Code	Pub. Adm.	Buss. Adm.	Econ.	Stat.	Total
1.	Pekanbaru	16	217	113	273	93	696
2.	Padang	14	678	186	610	262	1,736
3.	Bandar Lampung	20	641	165	406	187	1,399
4.	Bandung	24	1,030	430	1,066	766	3,292
5.	Yogyakarta	45	1,089	231	1,001	616	2,937
6.	Surabaya	71	1,326	1,068	1,141	939	4,474
7.	Denpasar	77	540	109	397	177	1,223
8.	Pontianak	47	245	70	214	41	579
9.	Samarinda	50	158	128	176	130	592
10.	Ujung Pandang	80	276	159	341	125	901
11.	Manado	84	305	103	303	106	817
12.	Ambon	86	149	32	152	57	390
Total			6,654	2,803	6,080	5,499	19,036

TABLE 2
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN YOGYAKARTA REGIONAL UNIT
SEMESTER II 1984/1985

No.	Districts	Distance from the Regional Unit (km)	Economics and Devlp. Study	Public Adm.	Business Adm.	Applied Statistics	Total
1.	Sleman	10	72	133	24	78	307
2.	Bantul	15	52	98	12	27	189
3.	Gurug Kidul	25	20	25	6	13	64
4.	Kulon Progo	20	27	36	2	15	80
5.	Klaten	30	28	28	5	14	35
6.	Surakarta	65	17	4	1	7	19
7.	Purworejo	66	9	19	2	4	34
8.	Kutoarjo	70	8	5	-	3	16
9.	Magelang	43	4	26	4	16	50
10.	Temanggung	60	3	3	4	1	11
11.	Wonosobo	107	10	8	1	4	23
12.	Banjarnegara	100	2	6	-	4	12
13.	Purwokerto	150	6	14	6	3	29
14.	Cilacap	100	12	13	5	12	42
15.	Kebumen	80	5	20	3	8	36
16.	Gombong	85	4	5	1	2	12
17.	Samarang	160	6	15	1	2	24
18.	Brebes/Cirebon	293	2	1	1	1	5
19.	Purwodadi	200	2	2	-	3	7
20.	Yogyakarta	0	756	651	161	391	1,959
Total			1,035	1,112	239	608	2,994

TABLE 3
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN SURABAYA REGIONAL UNIT
SEMESTER III 1984/1985

No.	Districts	Distance from the Regional Unit (km)	Public Adm.	Business Adm.	Economics and Devlp. Study	Applied Statistics	Total
1.	Surabaya	-	741	731	756	622	2850
2.	Sidoarjo	33	73	56	66	53	248
3.	Mojokerto	50	54	12	29	23	118
4.	Madiun	169	42	19	23	11	95
5.	Jember	198	35	3	14	11	63
6.	Kediri	124	33	12	18	24	87
7.	Gresik	28	27	30	32	39	128
8.	Jombang	85	26	23	20	27	96
9.	Malang	89	18	3	27	8	56
10.	Lanongan	40	31	4	11	11	57
11.	Bangkalan	17	19	6	12	5	42
12.	Pasuruan	60	14	13	19	11	57
13.	Blitar	164	20	8	6	5	39
14.	Tulungagung	180	9	7	11	11	38
15.	Nganjuk	120	22	6	5	17	50
16.	Probolinggo	100	18	1	7	6	32
17.	Sampang	70	18	-	5	4	27
18.	Parekasan	115	13	2	3	3	25
19.	Lunajang	96	12	3	4	8	27
20.	Tuban	100	17	2	3	3	25
21.	Banyuwangi	280	7	1	7	10	25
22.	Ngawi	192	16	1	3	2	22
23.	Sumenep	240	10	5	4	2	21
24.	Magetan	193	9	3	3	6	21
25.	Bojonegoro	110	11	2	4	3	20
26.	Pacitan	217	13	-	2	-	15
27.	Situbondo	190	6	1	7	-	14
28.	Ponorogo	197	5	1	4	2	12
29.	Trenggalek	197	3	2	6	1	12
30.	Bondowoso	343	8	-	1	-	9
31.	Others	-	32	22	16	1	71

TABLE 4
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN MANADO REGIONAL UNIT
SEMESTER II 1984/1985

No.	Districts	Distance from Manado (km)	Public Adm.	Business Adm.	Departments Economics & D. Study	Applied Stat.	Total
1.	District of Sabal	500	4	-	5	2	11
2.	District of Minahasa	30	119	27	42	23	211
3.	District of Bolang Mangandow	200	10	-	4	1	15
4.	District of Gorontalo	600	2	-	1	1	4
5.	District of Manado	-	136	76	103	45	330
6.	District of Banggai (central Sulawesi)	300	19	-	2	-	21
7.	Gebe Island	800	4	5	5	-	14
Total		-	264	108	162	72	606

TABLE 5
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN SAMARINDA REGIONAL UNIT
SEMESTER II 1984/1985

No.	Districts	Distance from the Regional Unit (km)	Public Adm.	Business Adm.	Economics & D. Study	Applied Stat.	Total
1.	Samarinda	-	90	72	85	74	321
2.	Balikpapan	115	53	39	59	31	182
3.	Kutai	50	9	2	14	2	27
4.	Bontang	150	7	13	8	16	44
5.	Tarakan	-	6	7	14	4	31
6.	Bulungan	-	-	-	-	-	-
7.	Berau	-	-	1	-	1	2
8.	Pasir	300	-	1	1	6	8
Total			165	135	181	134	615

TABLE 6
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN PEKANBARU REGIONAL UNIT
SEMESTER II 1984/1985

No.	Districts	Distance from the Regional Unit (km)	Public Adm.	Business Adm.	Economics and Devlp. Study	Applied Statistics	Total
1.	Pekan Baru	2	115	47	132	36	330
2.	Dunai	200	32	29	24	12	97
3.	Tanjung Pinang	700	48	21	21	10	100
Total		902	195	97	177	58	527

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TABLE 7
THE STUDENTS DISTRIBUTION BY DISTRICTS AND DEPARTMENTS
IN LAMPUNG REGIONAL UNIT
SEMESTER II 1984/1985

No.	Districts	Distance from the Regional Unit (km)	Public Adm.	Business Adm.	Economics and Devlp. Study	Applied Statistics	Total
1.	Lampung	-	326	103	190	70	689
2.	Central Lampung	45	110	29	29	22	180
3.	North Lampung	90	101	8	30	5	143
4.	South Lampung	40	70	6	22	17	115
Total			607	145	264	111	1,128

TABLE 8
THE STUDENTS CHARACTERISTICS
IN THE REGIONAL UNITS SAMPLES

No.	Descriptions	Yogyakarta	Surabaya	Menado	Regional Unit Samarinda	Pekan Baru	Bandar Lampung	Total UT
1.	Total Number of Students (%)	6.98	10.44	1.89	1.43	1.67	3.40	100.00
2.	Average Age	29.00	29.90	31.00	32.00	33.00	30.00	30.00
3.	Sex (%)							
	a. Male	80.97	74.77	78.85	89.68	86.28	86.28	80.14
	b. Female	17.95	24.90	19.47	9.37	12.36	12.78	18.60
	c. Not stated	1.07	0.93	1.68	0.95	1.36	0.93	1.26
4.	Marital Status (%)							
	a. Married	39.38	45.33	59.13	57.14	51.49	55.86	45.81
	b. Unmarried	59.12	53.17	38.58	41.11	47.01	43.28	52.42
	c. Divorced	0.19	0.33	0.72	0.63	-	0.07	0.35
	d. Others	0.23	0.26	-	-	0.14	-	0.19
	e. Not Stated	1.07	0.91	1.56	1.11	1.36	0.80	1.23
5.	Religion (%)							
	a. Moslem	76.03	77.35	24.03	76.03	85.51	85.75	74.59
	b. Catholic	14.05	10.24	8.29	10.17	3.53	6.85	8.40
	c. Protestant	8.27	9.94	64.42	10.79	7.88	4.79	12.16
	d. Hindu	0.29	0.65	0.24	1.11	0.13	0.93	2.60
	e. Buddhist	0.06	0.73	0.36	-	2.58	0.79	0.81
	f. Others	0.19	0.13	0.96	-	-	0.06	0.16
	g. Not Stated	1.07	0.93	1.68	0.95	1.35	0.79	1.23

TABLE 9
THE TOTAL NUMBER OF COORDINATORS/ADVISORS AND MANAGERS IN YOGYAKARTA, SURABAYA, MENADO, SAMARINDA AND BANDAR LAMPUNG REGIONAL UNITS
SEMESTER II 1984/1985

No.	Regional Units	Coordinator/Advisor	Total Managers	Tutors	Students	Ratio	
						Tutor : Student	Coordinator : Student
1.	Yogyakarta	2	20	104	2,994	1 : 28.7	1 : 149.7
2.	Surabaya	3	31	116	4,404	1 : 37.9	1 : 142.0
3.	Menado	2	22	29	606	1 : 20.8	1 : 27.5
4.	Samarinda	1	21	25	615	1 : 24.6	1 : 29.2
5.	Pekan Baru	1	10	19	527	1 : 27.7	1 : 52.7
6.	Lampung	1	15	22	1128	1 : 51.2	1 : 75.2
Total		10	119	315	10,274	-	-

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TABLE 10
THE OFFICIAL STATUS OF THE UT COORDINATORS/ADVISORS, MANAGERS, AND TUTORS

No.	Regional Units	Coordinators/Advisors		Status Managers		Tutors		Total
		CS	Non CS	CS	Non CS	CS	Non CS	
1.	Yogyakarta	2	-	4	16	104	-	126
2.	Surabaya	3	-	20	11	116	-	150
3.	Menado	2	-	14	8	29	-	53
4.	Samarinda	1	-	21	-	25	-	47
5.	Pekan Baru	1	-	10	-	18	1	30
6.	Lampung	1	-	13	2	22	-	38
Total		10	-	67	34	292	1	444

TABLE 11
THE INSTITUTIONS OF THE COORDINATORS/ADVISORS, MANAGERS, AND TUTORS

No.	Regional Units	Public Educ. Inst.			Institute of Technology			University			Original Institution			Ministry of Defence & Security	Private Inst.	Total
		Inst.	State	State	Inst.	State	State	State	State	State	Private	Senior High School	Local Government			
1.	<u>Yogyakarta</u>															
	a. Coordinator/Advisor	1		1												2
	b. Manager	3		9											8	20
	c. Tutor	-		104											-	104
2.	<u>Surabaya</u>															
	a. Coordinator/Advisor	1		1												3
	b. Manager	10		7											10	31
	c. Tutor	56		42										2		116
3.	<u>Manado</u>															
	a. Coordinator/Advisor	1		1												2
	b. Manager	10		5											7	22
	c. Tutor	13		15									1			29
4.	<u>Samarinda</u>															
	a. Coordinator/Advisor	-		1												1
	b. Manager	-		21												21
	c. Tutor	-		25												25
5.	<u>Pekan Baru</u>															
	a. Coordinator/Advisor	-		1												1
	b. Manager	-		10												10
	c. Tutor	-		13								3	2		1	19
6.	<u>Bandar Lampung</u>															
	a. Coordinator/Advisor	-		1												1
	b. Manager	-		12											3	15
	c. Tutor	-		22												22
																80043

TABLE 12
THE QUALIFICATIONS OF THE UT COORDINATORS/ADVISORS, MANAGERS, AND TUTORS

No.	Regional Units	Qualifications					Elementary School	Army Officer
		S3	S2	S1	Bachelor	Senior High school	Junior High School	
1.	<u>Yogyakarta</u>							
	a. Coordinator/Advisor	1	1	1	-	-	-	-
	b. Manager	2	1	1	-	16	-	-
	c. Tutor	4	13	87	-	-	-	-
2.	<u>Surabaya</u>							
	a. Coordinator/Advisor	2	-	1	-	-	-	-
	b. Manager	1	-	13	1	14	2	-
	c. Tutor	-	11	103	-	-	-	2
3.	<u>Manado</u>							
	a. Coordinator/Advisor	1	1	-	-	-	-	-
	b. Manager	1	-	10	1	9	-	-
	c. Tutor	1	-	28	-	-	1	-
4.	<u>Samarinda</u>							
	a. Coordinator/Advisor	1	-	-	-	-	-	-
	b. Manager	2	-	12	3	4	-	-
	c. Tutor	2	2	21	-	-	-	-
5.	<u>Pekan Baru</u>							
	a. Coordinator/Advisor	1	-	-	-	-	1	-
	b. Manager	-	-	4	1	3	-	-
	c. Tutor	-	-	19	-	-	-	-
6.	<u>Bandar Lampung</u>							
	a. Coordinator/Advisor	1	-	-	-	-	-	-
	b. Manager	-	4	5	1	4	1	-
	c. Tutor	1	3	18	-	-	-	-

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TABLE 13
LOCATION DISTRIBUTING OF THE TUTORIAL PLACES AT THE REGIONAL UNIT SAMPLES

NOS.	REGIONAL UNITS	NUMBER OF THE TUTORIAL LO- CATIONS	NUMBER OF THE TUTORIAL LO- CATIONS	LOCATION IN THE REGION- AL UNITS	LOCATION OUTSIDE THE REGION AL UNITS	DESCRIPTION
1.	YOGYAKARTA	4	-	4	-	
2.	SURABAYA	2	-	2	-	
3.	LAMPUNG	2	8	2	-	
4.	PEKANBARU	3	9	1	2	
5.	SAMARINDA	1	5	1	-	
6.	MANADO	2	5	2	-	

TABLE 14
LIST OF UTILITIES BY THE REGIONAL UNIT SAMPLES

NOS.		SPECIAL REGION OF	IRIAN JAYA	LAMPUNG	PAKANERU	SAMARINDA	MANADO
1.	<u>Communication manuals</u>	1 (one)	-	-	1 (one)	1 (unit)	1 (unit)
	- Telephone	-	-	-	-	-	-
	- Telex	-	-	-	-	-	-
	- SSB	-	-	-	-	-	-
	- Sisdiksat	-	-	-	-	-	-
2.	<u>Machines</u>				2 (two)		
	- Typewriter	-	-	-	-	-	-
	- Photo copier	-	-	-	-	-	-
	- Stencil	-	-	-	-	-	-
3.	<u>Teaching Aids</u>						
	- OHP	-	-	-	-	-	-
	- Slide Projector	-	-	-	-	-	-
	- Audio Cassette	-	-	-	-	-	-
	- Radio	-	-	-	-	-	-
	- Film Projector	-	-	-	1 (one)	-	-
4.	<u>Office</u>						

TABLE 15
TUTORIAL ACTIVITY THE PERCENTAGE
IN SEMESTER III, 1984

Components	Percentage of activity/subject	
	English	Mathematics
A. Tutorial Activities		
1. The tutor asks	34.8	15.1
2. The tutor answers	17.8	12.3
3. The tutor explains	32.9	50.3
4. The tutor assigns	10	5
5. Conversation	0.5	5
6. Working/Writing	4	11
7. Keep waiting	-	1.4
8. Keep quiet	-	0.3
B. Teaching Aids		
1. Blackboards	86.9	94.5
2. Modules	-	5.5
C. The Content		
1. procedure	5.8	-
2. non-academic	2.3	0.2
3. discipline	1.4	0.2
4. cognitive P	79.6	92
academic F	4.6	2.8
5. personal	2.6	-
6. correcting mistakes	1.7	3.9
7. no decision	2	0.9
D. Interaction		
1. without aim	0.5	0.9
2. boring	72.3	7.2
3. useful	66.2	79.8
4. clear	79.4	79.8
5. enthusiast	-	36.8
E. Scope		
1. small group	-	0.8
2. large group	100	99.2
F. The Student Verbal Interaction		
1. Procedure	2	0.4
2. Non-academic	2	0.4
3. Cognitive P	83.3	99.8
F	12.7	-
G. The Climate of the class		
1. Good	61.9	33.7
2. Average	38.1	48.4
3. Bad	-	1.5

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